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Initiating Leadership Development In a VUCA Environment

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Abstract

Organizations across the world are continuously undergoing change - some of which is by choice; the majority of this change is in response to the pressures the external environment. In today's world, organizations need to be agile. They need to be able to meet the challenges and develop creative ways to attract and retain talent as part of their business strategy. When organizations are strong, their process and procedures are working well in support of their business operations, and their employees are engaged as healthy and constructive components of a high-functioning, complex, adaptable system. Organizational adaptation is imperative in the modern, volatile, unpredictable, complex and ambiguous (VUCA) environment, as without it a firm can become obsolete. Organizations represent and operate as complex adaptive systems. Accordingly, all of their systemic parts are connected and employees within these systems have the ability to influence the organizational and relational dynamics that are needed to successfully meet the adaptive challenges they and their organizations receive from their surrounding environment. This Organizational Improvement Plan (OIP) presents a possible solution by initializing leadership development through an engagement of complexity leadership theory and adaptive leadership within an organizational context unfamiliar with the value of investing in the leadership development of their employees as a form of competitive advantage. Utilizing a postmodern perspective, this OIP focuses on developing a theoretical framework through which a progressive, iterative solution can begin to gradually influence the evolution of largely transactional relationships between employees into increasingly collaborative exchanges through which adaptive work and innovative solutions can be enabled.

Keywords: VUCA, complexity leadership theory, adaptive leadership, postmodern, innovation

Executive Summary

Organizations are operating in increasingly complex environments. In order to survive, they must continuously evolve their perspectives on organizational well-being, which includes their business and people practices (Lowe, 2010). Within the modern environment, often characterized as VUCA: volatile, uncertain, complex, and ambiguous (Mindtools, 2021; Rao & Choudhury, 2017), organizations are being presented with new problems to solve. These problems are dynamic and complex in nature. Employees with growth mindsets and advanced strategic thinking skills are in high demand as they can personify leadership as part of a process and series of activities through which the systemic health and strength of the organization can be innovated and influenced (Dweck 2014; Elkington & Booyesen, 2015). For organizations who have been focusing on profit for longer than they have been investing in the leadership development of their employees, this presents an adaptive challenge. As an adaptive challenge, the circumstances of the ‘issue’ are fluid or can be considered to have moving parts; they are also novel and non-linear (Thygeson et al., 2010). Given these characteristics, previous solutions do not exist and multiple solutions from which a best solution can be analysed and determined for the time being can be considered. The question that this Organizational Improvement Plan (OIP) proposes to address this adaptive challenge is “*What leadership approaches can be utilized by the managers at Prosper to self-develop and further the leadership competencies necessary for success in their dynamic, ever-changing environment?*”

In chapter 1, the author introduces their theoretical framework of the OIP, which engages complexity leadership theory and its subset of adaptive leadership through the postmodern perspective. The author begins the chapter with an overview of the organization, its structure and operating environment along with the leadership approaches and practices that have contributed

to the adaptive challenge represented in the current situation. Through a discussion of the transactional relationship among managers at the firm and considerations for change, the author outlines how their role as an agent and leader of change can leverage the six principles of adaptive leadership (Heifetz, 2019; Heifetz & Laurie, 1997) to provide the firm with a leadership-focused vision for change that can become a practical resource for managers. The author focuses on how the managers can develop the relational, agile and adaptable behaviours needed for success within VUCA environments (Geer-Frazier, 2014; Hall & Rowland, 2016; Marion & Uhl-Bien, 2001; Schein & Schein, 2018) while navigating adaptive challenges. The author concludes the chapter with an organizational change readiness assessment.

In chapter 2, the author elaborates on how organizations, when viewed through the lens of complexity leadership theory, represent open and complex adaptive systems (Lowell, 2016; Schneider & Somers, 2006). The author explains how this interconnectivity within the system provides a pathway for the introduction of behavioural flexibility (Yukl, 2010) which can engage managers in adaptive work (Guillaume-Koene, 2017) as part of a collaborative and co-operative climate. Through the combination of these approaches, the author presents and compares four possible solutions to the problem of practice, from which one solution is selected. The author concludes this chapter with a discussion of the ethical responsibility that they and the managers will need to address in their roles as enablers and influencers of change (Havermans et al., 2015) within the firm.

In chapter 3 the author articulates the plan for implementing the selected solution as part of a change process. In support of successful change management, as well as the iterative relationship between leadership activities and corporate culture (Oakland & Tanner, 2007; Seah et al., 2014), the author presents a change implementation plan (the Plan) along with an outline

of its strengths, assumptions, and limitations. Following this Plan, the author outlines their intent to communicate the need for change to the firm; along with this, they detail how the Plan aligns with the context of the overall organizational strategy. The author concludes this final chapter with an account of how the Plan can lead the firm to an improved situation and how this ‘investment in people’ will be communicated, developed, evaluated, and iterated.

Altogether, the OIP presents a framework through which a firm, without a previously consistent approach to leadership development, can leverage a flexible solution to initiate leadership development among its managers. In doing so, the managers can engage in experiential learnings and adaptive work. The results of the framework include a competitive advantage for the firm as part of working successfully in a VUCA environment. Moreover, the advantage the firm can develop also supports the well-being of their employees while strengthening their organizational vitality as a leading entity in its industry.

Acknowledgments

The journey of cultivating, researching, writing and iterating each of the elements that shapes this OIP as my dissertation in practice has been possible thanks to a combination of energy, support and my love of learning. It was in my first year of undergraduate studies as a student of semiotics that I became inspired by how meaning and messages can be shaped through the individual and collective experiences we have over time – for this I thank Dr. Marcel Danesi. This was also around the time I knew I wanted to involve myself in a field through which I could combine research and practice in a way that enables me to help others become ‘even better at what they’re already good at.’ Since then, I have dedicated my career to learning and development and enjoyed every academic and professional moment. Throughout the past three years, the time, energy and effort that I have engaged toward the development of this OIP represent an incredible journey for which I am grateful. This journey, as with so many others, would not have been nearly as enjoyable or successful without the support of a fantastic network of family, friends and colleagues.

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Table of Contents

Abstract	ii
Executive Summary	iii
Acknowledgments.....	vi
Table of Contents.....	viii
Acronyms	xii
Definitions.....	xiii
Chapter 1: Introduction & Problem	1
Organizational Context	3
Leadership Position and Lens Statement	9
Leadership Problem of Practice	14
Framing the Problem of Practice.....	15
Guiding Questions Emerging from the PoP	21
Leadership-Focused Vision for Change.....	23
Organizational Change Readiness.....	28
Chapter 1: Conclusion.....	31
Chapter 2: Planning and Development	33
Leadership Approach to Change	34
Framework for Leading the Change Process	39
Critical Organizational Analysis	43
Possible Solutions to Address the Problem of Practice.....	51

Leadership Ethics and Organizational Change Issues.....	63
Chapter 2: Conclusion.....	68
Chapter 3: Implementation, Evaluation, & Communication	70
Change Implementation Plan	71
Change Process Monitoring and Evaluation	80
Plan to Communicate the Need for Change and the Change Process	88
Chapter 3: Conclusion.....	98
OIP Conclusion with Next Steps and Future Consideration	99
References.....	101
Appendix A: Organizational Structure	133
Appendix B: Sample of Leader-Driven Approaches	134
Appendix C: Sample of Partnered Leadership Approaches	135
Appendix D: Eight Dimensions of the Organizational Change Capacity OCC	136
Appendix E: Interpretation of Organizational Change Capacity OCC.....	137
Appendix F: Leadership Actions within Complexity Leadership Theory.....	138
Appendix G: Comparative Overview of Organizational Change Types	139
Appendix H: Synergy in the Leadership Approaches to Change	140
Appendix I: Change Implementation Plan for Prosper.....	141
Appendix J: Communications Matrix for Prosper	150

List of Tables

Table 1: Six Principles of Adaptive Leadership.....	36
Table 2: Comparison of the Possible Solutions to Address the Problem of Practice.....	62

List of Figures

Figure 1: Enablement within Complexity Leadership Theory.....	35
Figure 2: Framework for Leading the Change Process.....	41
Figure 3: The Iceberg.....	44
Figure 4: Process for Ethical Engagement in Change.....	66
Figure 5: Phase-Goal and Stage Alignment of the Plan.....	72
Figure 6: Contributing Elements for Monitoring & Evaluation of the Plan.....	82
Figure 7: Stakeholder Influence Strategy Map for the EILS Solution.....	95

Acronyms

ADDIE	(Analysis Design Development Implementation Evaluation)
CAS	(Complex Adaptive System)
CLT	(Complexity Leadership Theory)
GVV	(Giving Voice to Values)
LMS	(Learning Management System)
OCC	(Organizational Change Capacity)
OIP	(Organizational Improvement Plan)
ORC	(Organizational Readiness for Change)
ORIC	(Organizational Readiness for Implementing Change)
PESTE	(Political Economical Social Technological Environmental)
POP	(Problem of Practice)
VUCA	(Volatile Uncertain Complex Adaptive)

Definitions

Adaptability: The ability of an organism such as an organization to alter or modify its internal components in a way that enables it to meet the challenges of its external environment (Seah et al., 2014).

Adaptive Leadership: An approach through which leaders encourage others to appreciate and become capable of changing so they can work with and find success in the challenges, changes, and problems that they are presented (Heifetz, 2019, Northouse, 2019). Adaptive leadership enables a practical practice through which managers can succeed as part of a complex environment.

Adaptive work: the activity in which individuals engage to distinguish what to maintain, discard and what needs to change or be innovated in support of its survival in a challenging and/or new environment (Gary, 2005; Guillaume-Koene, 2017).

Agility: An ability to adapt quickly in response to change in the environment such that it maintains balance, strength, and control. Organizations with agility are capable of renewing, adapting, and changing quickly in rapidly changing environments (De Smet, 2015).

Bloom's Taxonomy: A comprehensive framework, utilized by educators in their practice, which includes six major categories through which educational goals are developed (Armstrong, 2010).

Business soft skills: Non-technical skills which include intrapersonal skills utilized in business to improve the communications and engagement between employees. These skills are furthered through on-the-job experience and enable the exchange of knowledge along with the development of trust and motivation (Graziadio, 2020).

CliftonStrengths assessment: A web-based multiple choice assessment of normal personality from the perspective of positive psychology (CliftonStrengths for Students, 2021) which enables

individuals to discover their natural talents and develop them as strengths to maximize their individual potential (Gallup 2021).

Competitive advantage: An attribute that differentiates a product, service or approach that is difficult for others to duplicate; the result of which enables an organization to outperform its competitors (CFI, 2021b). For example, a highly skilled workforce of employees at an organization.

Complex Adaptive System (CAS): A system in which the agents and elements continuously interact with one another in mutual exchanges that can generate new behaviours (Lowell, 2016).

Complexity Theory: is a new theoretical framework (Lowell, 2016) and term used to describe the study of how CAS elements interact and influence and maintain an equilibrium in response to the continuous change they experience as part of their organically occurring non-linear, multifaceted interactions (Lowell, 2016).

Complexity Leadership Theory: A science which views organizations as complex adaptive systems with interconnected parts within which success and innovation can be enabled through the influence and collaborative effort of its members (Lowell, 2016; Marion & Uhl-Bien, 2001; Rosenhead et al., 2019).

Culture: A complex construct developed from a combination of artifacts, beliefs and values (Schein, 2017) which influence “an intricate web of shared beliefs, values, behavioral norms, attitudes, meanings, symbols, rules, thinking, knowledge, assumptions, taken-for-granted habits and expectations” (Kirby, 2019, p.157), which guide the daily activities and exchanges between individuals within societies e.g. organizations.

Direct reports: The term utilized to describe the employees who report directly to another individual such as a manager as part of an organizational hierarchy (BambooHR, 2021), e.g.

Managers at an organization are responsible for managing and leading one or more direct reports as part of their front and back office roles.

Financial industry: A branch of the economy inclusive of the firms and institutions that provide financial services to commercial and retail customers, which is also recognized as the financial services sector e.g. banks, insurance, and investment companies (Kenton, 2020).

Globalization: A term utilized to describe the increasing interdependence between world-wide economies, culture and populations which are connected in trades, services, investment, technology, people and information (PIIE, 2019).

Higher-order thinking: The application of the mind which cognitively stretches the brain to work beyond remembering and recalling to toward analyzing, synthesizing, evaluating, and creating (Learning Center, 2021) understanding.

Learning culture: A combination of values, practice and processes which collectively engage employees in leadership development which in turn enables them to apply their knowledge and skills toward the achievement of individual, group and organizational goals (Miller, 2014; Nabong, 2015).

Market hours: The hours of the day during which stocks can be traded or exchanged on the stock market. Also referred to as trading hours, market hours with some exceptions occur Monday through Friday of each week e.g. Between the hours of 930 and 1600 Eastern Daylight Time (Beers, 2021).

Personization: A concept and interactive process which enables an individual to be seen as a whole person i.e. beyond the role they represent or occupy in the moment, by another person. (Schein & Schein, 2018).

Postmodern perspective: A productive and future-potentially oriented way of thinking which enables individuals to view situations from multiple angles and innovate unique and new ideas, thoughts, and opportunities (Chia, 2003; Chidiac, 2018).

Psychological safety: A team level climate in which trust and mutual respect can enable collaboration, the sharing of ideas and acceptance among employees without a fear of rejection (CCL, 2021).

Publicly traded: A publicly traded, or public company is a corporation whose assets and profits are owned by some of its stakeholders instead of solely by its founders, managers, or private investors. In being publicly traded the firm can sell stocks or bonds to raise money through the stock exchange, and by legal requirement must disclose their financial information to the public (Majaski, 2019).

Sensemaking: A discursive process through which individuals and groups develop meaning to the elements around them as part of their cultures within which they interact with their environment (Schein, 2017; Weick, 1995).

Stock market: A “collection of markets and exchanges where regular activities of buying, selling, and issuance of shares of publicly-held companies take place” (Chen & Scott, 2021, para.1), which include trading stocks and equities, buying/selling of financial securities along with the release of shares for publicly held companies (Chen & Scott, 2021). Also referred to as the stock exchange or equity market, the stock market operates during market hours (Beers, 2021; Chen & Scott, 2021) around the world.

Strengths coach: An accredited who partners with individuals to identify and engage their natural talents and develop them into strengths in alignment with the Gallup CliftonStrengths methodology (Gallup, 2021). Strengths coaches can provide coaching to individuals and teams.

VUCA: A term with its origins in the 1990s, coined by the US Military characterizing the types of changes that are experienced in the modern world as being volatile, uncertain, complex, and ambiguous (Cawsey et al., 2016; Jackson, 2018; Rao & Choudhury, 2017; Sonpar, 2018).

Well-being: An overarching concept that distinguishes the quality of organizational aspects of occupational health and safety including the working lives of employees which can largely influence productivity at individual and collective, organizational, and societal levels (Schulte & Vainio, 2010). Through the investment in the well-being of their employees, organizations can strengthen employee engagement, productivity, and capabilities (Lowe, 2010).

Chapter 1: Introduction & Problem

The author presents the following Organizational Improvement Plan (OIP) (Western University, 2019) as a focused health-improvement plan (Gagnon et al., 2017) for their organization. It is within the past decade, that organizations are recognized to be operating within a modern environment frequently characterized as being volatile, uncertain, complex, and ambiguous (VUCA) (Cawsey et al., 2016; Jackson, 2018; Sonpar 2018). As part of this dynamic, the qualities of agility and adaptability have shifted from being recognized as components of project management planning into sought after capabilities among employees working in the affected organizations. Employers are being encouraged to enable their employees to demonstrate flexibility in their decision-making abilities, and to engage more collaboratively with their peers and colleagues in support of innovating solutions for new and complex problems (Bennet & Lemoine, 2014; Bernstein, 2014; Mumford et al., 2000) being introduced by the VUCA environment. Organizations garner a competitive advantage within the ambiguous environment of the present day by enabling a climate of learning. This includes fostering adaptive spaces along with the resources that employees need for innovating (Harraf et al., 2015; Seah et al., 2014) and generating emergence. Emergence occurs when the outcome produced from the collaboration of inputs is greater than its individual parts (Kurzgesagt, 2017; Uhl-Bien et al., 2008). Operational success is enabled by complex and adaptive systems developing their employees to work with the non-linear business dynamic of the modern world. Furthermore, when organizations are recognized as complex adaptive systems (CAS) (Lowell, 2016) they readily employ the behaviours needed to respond to the demands and pressures of their constantly changing external environment. It is through this activity that organizations personify

the adaptability and agility needed to thrive (Iordanoglou, 2018) in the modern and VUCA environment.

As globalization increases, the economic climate in which financial and wealth management firms operate becomes less predictable and increasingly turbulent (Hall & Rowland, 2016; Harraf et al., 2015; Mackenzie et al., 2014). Organizations must adapt to survive. Without adapting, they limit their functionality (Donaldson, 2013) and forfeit their survival. Consequently, organizations must continuously evolve in response to the demands of their surrounding environment. Employers must recognize the need for change and employ organizational adaptability as a survival mechanism (Iordanoglou, 2018). In pursuance of adaptability, organizations, similar to biological organisms, can evolve themselves to meet the needs of their environment. Investing in the development of higher-order thinking skills and behaviours among employees supports the structural economic, social health and well-being of the organization as a whole (Lowe, 2010). Employees within these organizations can be engaged as the collective powers, or agents, through which these skills can be cultivated. Moreover, they can act as the enablers of their adaptive space or environment and grow current cultural patterns of behaviour (Schein, 2017; Weick, 1995). Managers can evolve (Seah et al., 2014) and influence organizational survival. Together, with a focus on the value of investing in the well-being of their employees as a competitive advantage for the firm, the author will refer to a metaphor of a healthy, strong organization throughout the OIP. They present this as a mental-model through which the interdependencies of the organization can be further appreciated by the reader and utilized in future discussion. The author begins the OIP with a chapter dedicated to providing organizational context, presenting their problem of practice (PoP) and leadership lens as it pertains to change and change readiness of the firm. The author continues the chapter with

the guiding questions emerging from the PoP. The chapter concludes with a discussion of their leadership-focused vision for change, and organizational change readiness of the firm.

Organizational Context

This OIP focuses on an established organization providing financial, wealth management and investment services to individuals and institutional investors. In this section, the author provides a brief history of the firm and its operating environment. The author outlines the relational dynamic currently guiding managers and employees along with the opportunity this represents for organizational development.

History of the Organization

Prosper was founded as a small financial firm in the 1950s and maintains its corporate headquarters in North America. Through a series of mergers and acquisitions the firm has grown into a well-established, for-profit, publicly traded reputable member of the financial industry. As an organization, Prosper offers comprehensive wealth management solutions (CFI, 2021a) to individual and commercial clientele across the world. Through a diverse network of financial experts and advisors, Prosper provides proactive investment advice and financial planning solutions among its services. Alongside this expertise and guidance, the firm maintains a history of developing long-term relationships with its clients and investors, whom they view as partners.

Operating Environment

Prosper is recognized within the financial sector for its competitive nature and experienced advisors. Its employees are collectively responsible for accurately administering activities pertaining to monetary transactions in accordance with legal requirements set forth by the regulatory bodies for the financial industry (IIROC, n.d.). In doing so, Prosper's employees safeguard the monetary transactions facilitated by the placement and distribution of stakeholder

investments and funds (BC Campus, 2021b). Altogether, this enables them to provide clients with customized wealth and investment management strategies. While the firm does operate internationally, the conceptual framework of the OIP focuses on its North American operations. This is appropriate as the firm's North American region represents the largest group of employees and investment advisors who are responsible for working together in one specific geographical area. This group must work seamlessly to ensure end-to-end service and solutions from client attraction through to portfolio management and retirement planning. Moreover, the external and internal operating environment of the firm from which the PoP has emerged also affects the author as an employee working from its corporate office.

External Environment

As an investment and financial services company, Prosper is influenced by the economy and its subsequent markets. This includes symptoms and pressures derived from surrounding political, economic, social, technological, and environmental (PESTE) (Cawsey et al., 2016) activities. For instance, changes in government, depletion or preservation of natural resources and technological developments can influence the interests of investors and entrepreneurs whom Prosper represent or engage with in business. Social movement in response to PESTE factors also influence where financial investment, support and trade will occur. Action in one area energizes reaction and further action in another simulating a butterfly wing effect (Koenig, 2018). Fundamentally, the butterfly wing effect represents the interdependent cause-effect relationship within complex systems (Vernon, 2021). For a dynamic complex system with interconnected parts such as Prosper, decisions made among employees in one area of the firm have the power to stimulate an amplification, which in effect can influence employee activities, reactions, and behaviours in a different part of the system (Koenig, 2018). For example, an

advisor's decision to bring on a new client, will engage operational activities in the information technology, compliance, financial and transaction processing departments of the firm.

Interestingly, despite knowing which areas may be impacted, the power of the effect lies within the unpredictability of the impact and magnitude (Vernon, 2021). Bringing on a new client may translate into additional human and technical resources or capacity, technical or transactional challenges which are unknown at that start. Altogether, this results in an environment that is less predictable and stable than that which Prosper has experienced in previous decades. Accordingly, the external environment is volatile, uncertain, complex, and ambiguous (VUCA) (Abidi, 2018; Bennet & Lemoine, 2014; Cousins, 2018; Rao & Choudhury, 2017).

Internal Environment

Governed by an elected board of directors, Prosper is organized in a hierarchical reporting structure which feeds up and into the board (Appendix A). Where the responsibility of the board of directors is to provide the firm with operating objectives and rules (Koenig, 2018), it is the responsibility of the firm's internal stakeholders to uphold the rules while enabling their colleagues to achieve their strategic objectives together. Reporting to the board are the executive who represent the firm's C-level (Upcounsel, 2021a) senior leadership team. Senior leadership provides direction to senior leaders who mainly serve in vice presidential roles. The senior leaders are responsible for managing groups internal stakeholders who are organized into a variety of departments. Together, their knowledge, experience and vision guide the daily activities of the firm. The departments regularly communicate with each other to process transactions and unique services for the organization (Upcounsel, 2021b). This includes ensuring appropriate risk management measures are in place for regulatory compliance. The departments are structured by function and represent activities of the front and back office. The terms front

and back office represent the general division of responsibilities between employees of the firm who interact directly with clients, and the employees who process the outcome of the front-lines interactions. Returning to the organizational hierarchy, within each department are employees working in various roles while being managed by a subsequent level of leadership identified as middle management. Middle management functions as the hierarchical bridge between the executive, senior leaders, and employees. Middle managers are responsible for actioning decisions of senior management, while enabling performance and role achievement among their own employees (Harding et al., 2014). At Prosper, middle management includes managers, supervisors, and team leads who manage and lead teams in support of the operational workflow of the firm. This unique group is largely situated in the back office division of the organization and represent the group of employees on which the author will focus the OIP. Along with the hierarchical reporting structure, the expectations of each department or functional area of the firm are generally set top-down. Accordingly, direction and key operational decisions provided from the executive cascade down to the senior leaders, middle managers and then to employees.

Transactional Relationship

Interactions between front and back office employees characterize a transactional relationship. This interaction is evidenced in the synergic, function-oriented exchange of interests that guide employee action and organizational outcomes (Hartnell et al., 2011; Schein & Schein, 2018). Additionally, this arrangement enables the clear exchange of information between the front and back offices as part of the administration of wealth management transactions. However, when exchanges between front and back office are unclear, a natural confusion occurs. As there is limited personalization within their relational dynamic (Schein & Schein, 2018) the confusion remains until additional communication is applied and the situation has been resolved.

This continuous interaction also constitutes a conditional relationship. In systems theory this denotes an open system wherein the organization receives feedback and responds to its environment (Koenig, 2018; Morgan, 2006). Moreover, this exclusive interdependency is also characteristic of the leader-follower exchange enabled in complex adaptive systems (CAS). Within CAS, routine linear and non-linear interactions occur between various elements of open systems (Lowell, 2016). As a result of these exchanges, the activities or outputs provided by one department create inputs for another department. These inputs include communications that rely on trusting relationships (Schein & Schein, 2018). The interdependency that prevails between the internal operations and external actions of the firm represent a powerful dynamic that affects outcomes across the system as a whole (Koenig, 2018). It is the enablement of these mutually rewarding relationships between the employees and the organization which the author intends to further with the OIP.

The back office employees also have a secondary role in which they are responsible for supporting internal processes inclusive of a variety of administrative, technical, financial, and human resource functions for employees.

Altogether, the dynamics between employees working in the front and back office units epitomize a controlled system that relies on the functions of its internal mechanisms to maintain its operational well-being while receiving and responding to feedback which it receives from its external environment (Koenig, 2018).

Organizational Approach: Business Strategy & Guiding Values

As a prominent entity in the financial industry, Prosper aspires to maintain its reputation of excellence. While Prosper does not have explicit vision or mission statements, the direction of the company, along with the reputation the firm seeks to maintain with its external stakeholders,

is articulated in the actions and expectations set by senior leadership at an organizational level. Recently, the senior leadership of Prosper, in collaboration with external consultants, prepared guiding principles as a means to engage employees with the continuous growth of the organization. Ideally, the guiding principles are intended to inspire shared action (Kouzes & Posner, 2012) and serve as a compass to which employees can orient and align their actions, behaviours, and relational expectations. The guiding principles were communicated to employees along with the recommendation to managers to encourage their employees to personify supporting attributes and skills as part of their daily interactions with their peers, colleagues, and clients.

On the whole, the guiding principles personify the moral values that underly the intellection, actions, and processes (Harvard Business Review, 2017) that enable the success of the firm with its internal and external stakeholders. They also represent keystones (Koenig, 2018), or foundational facets. Accordingly, employees can personify the values that the organization views as essential to maximizing internal interactions in support of their outward success within the VUCA environment as part of the organization's overall health and well-being (Koenig, 2018).

For Prosper, the provision of guiding principles is new. Accordingly, the author interprets this initial intervention as a strategic action step toward strengthening organizational performance in a manner that aligns with the functional organizational paradigm in which the firm operates. Functionalism posits that organizations, analogous to biological organisms, exist in their current state until they are forced by their external environment to undergo individual modification to adapt to the new conditions or risk extinction (Münch, 2015). Organizations operating within a functionalist paradigm are exposed to constant changes. They must adapt to

secure their survival (Donaldson, 2013). Hence, the author identifies Prosper with the functionalist paradigm as it continuously adapts its business strategy to meet the demands of its external environment to secure its operational well-being.

To conclude the overview of the organizational context, the majority of the firm's financial resources are applied to maintaining and advancing technology, research which empowers its advisory and investment prowess within its governing traditional and functionalist paradigm. In order to maintain its effectiveness or systemic strength, employees will need access to the tangible resources inclusive of opportunities through which they can build knowledge and experience. Supporting the firm in enabling a competitive advantage for the long-term (Latukha, 2021) represents an opportunity for the author. The agency and experiential approach to leadership practice which the author can provide to the firm is articulated in the next section.

Leadership Position and Lens Statement

The personal position and lens through which the author views their leadership practice represents a collaborative, engaging, and inclusive approach which enables innovation (Sartori et al., 2018). The author personifies this in their visible commitment to the learning, development and continuous improvement of themselves and others. In the discussion that follows, the author outlines their role at Prosper and describes how their sense of responsibility and connectedness shape their leadership style as well as the theoretical perspectives they employ when developing learning solutions as an active member of their environment.

Role and Philosophy

The role of the author is that of an independent contributor within the firm's Training and Development department who does not have employees reporting to them. Their main responsibility is to shape adult education to support a learning culture at the firm (Dumesnil,

2019; Schein, 2017) in a way that complements current business operations. The author's activities include administering needs assessments and engaging employees across all levels of the organization. The author achieves this through professional development dialogues, developing learning opportunities, tailored instructional design and facilitated learning solutions. In alignment with identified individual or group needs within the organization, the author delivers solutions in online and in-person formats. The formats include workshops, team-engagement activities, online training events, and customized professional development plans. After developing custom learning solutions, the author pilots the content in focus groups. Herein the author invites feedback from the participants which is applied to the final product. Through this collaborative and iterative process, the author provides meaningful learning experiences and solutions in alignment with the principles of the ADDIE model for instructional development (Morrison et al., 2011). The model personifies stakeholder needs and interests while provide employees knowledge and tools which can support them in adapting to environmental variation (Turner et al., 2018).

Agency and Influence

To ensure that engagement occurs as part of the learning process, the author aims to provide learning solutions that influence both individual and collective development, or augment of extant skills among their learners. Building on the seminal core concepts of andragogy popularized by Malcolm Knowles (James, 2020) the author endeavors to intrinsically motivate learners by involving them in the design and facilitation process. This involvement represents postmodern practices of collective action (Lacan, 2019) and emphasizes engagement. Both of which are requisites for innovation as an organizational strength (Latukha, 2021). In turn, the author is responsible for representing the learning interests of the firm's stakeholders in ways

that resonate and add value to the daily activities of the employees. As an agent and leader, the author orients themselves to mobilize others towards action and success (Kouzes & Posner, 2012). This orientation furthers the influence they have in developing meaningful learning experiences with and for their peers and colleagues within the organization. The author leverages previous experiences of project leadership and managing others to encourage knowledge sharing among the firm's stakeholders. In doing so, they increase opportunities for influential communication and collaboration (Lowell, 2016; Parker 2012). By facilitating co-creational and appreciative learning opportunities among their stakeholders, the author personifies an inclusive theoretical framework with its foundations in work-based learning (Castro-Spila, 2018; Kouzes & Posner, 2012; Raelin, 2008) and the core concepts of andragogy (James, 2020). Furthermore, this approach enables the author to facilitate experiential learning wherein learning occurs in a cycle. By their nature, the experiences inspire new learning, knowledge, and skills development (Castro-Spila, 2018; Fitch & Watson, 2015; University of Leicester, 2021). Hence, the author acts as both an agent and influencer, where influencing others is about enabling them to reach their goals through persuasive communication (Gallup, 2020), and learners are more likely to adopt new behaviours when they are actively involved in the learning process (Schein, 2017).

COVID-19 Consideration

In addition to the role of an agent, the author is also an influencer of learning and leadership development at Prosper. At the time of authoring this document, the world is experiencing the COVID-19 pandemic. For safety reasons employees are encouraged to telecommute and work remotely as opposed to working face-to-face daily. Consequently, the author largely engages with their stakeholders virtually, instead of through blended approach of virtual and in-person meetings. These daily activities include online training events, phone calls,

virtual meetings, email, and the use of instant messaging technologies available through the firm. Due to the enforced physical distancing required by the safety protocols (BC Center for Disease Control, 2020) the author has elevated opportunity to use technology when engaging individuals and groups across the functional areas of the firm. In this capacity the author serves as an additional human resource whom the firm can leverage as part of their business continuity plan. As part of the plan, the author can help manage gaps in social context and engage employees in activities that support the adaptive behaviours needed to mitigate the effects of the pandemic on travel, the global economy and in-person gatherings (Liuhto, 2021; Uhl-Bien, 2021; Uhl-Bien & Arena, 2018) both now and into the future.

Constructive Tension and Objectivity

By placing their focus on future potential and maintaining an objective perspective, the author provides learning solutions without becoming emotionally or personally invested in the outcome. In doing so, the author also prevents themselves from becoming exhausted by the slow pace at which behavioural change often occurs at an organizational level (Mitchell et al., 2020). Accordingly, the role and the pace at which the author needs to work represents an opportunity to maintain objectivity while introducing a constructive tension to the managers in support of change.

Through this approach, the author also aligns themselves with the understanding that organizations, like CAS, in response to receiving a healthy amount of tension, will adapt in a way that results in optimal organizational effectiveness (Lowell, 2016; Mendes et al., 2016). It is this position that enables the author to objectively perceive that Prosper operates in a largely traditional and functionalist capacity with an environment that is constantly changing and introducing new challenges for the organization.

Furthermore, the author recognizes an opportunity for engaging the postmodern paradigm as a natural part of their role. As such, the author can employ the postmodern paradigm to inspire and introduce innovative, experiential learning opportunities for their stakeholders that stretch thinking beyond the predictable boundaries of the past (Bunker et al., 2012; Coffey, 2010). While the postmodern paradigm will be elaborated further as part of the leadership-focused vision for change, the author embraces this lens as an organic supplement through which they can challenge the managers at Prosper to evolve. That is, to broaden knowledge and activities from the familiar while developing the higher-order thinking and social problem solving skills that are needed in the inevitably complex environment of the present day (Baltaci & Balti, 2017; Marion & Uhl-Bien, 2001; Mumford et al., 2000).

Professionalism

Lastly, as an employee of the firm, the role of the author is not protected from the challenges the organization is presented within its VUCA environment. The author is equally guided by the principles set forth by senior leadership and must communicate accordingly with the business in mind. Empathy thus becomes the vehicle through which employee responses can be legitimized as part of the change process. By demonstrating understanding the author can build trust with their stakeholders and engage openly with innovation (Marks, 2007; Sartori et al., 2018; Smollan, 2006). By maintaining an empathetic, diplomatically objective and innovation focused position, the author seeks to further the leadership development goals of the organization without compromising their own agency or voice.

In sum, the role of the author is dynamic. The author appreciates how the challenges of the VUCA environment have created a situation for the managers in which their familiar, traditional leadership methods are considered insufficient for the complexities of the modern

world (Bennet & Lemoine, 2014; Bunker, 2012; Lowell, 2016; Mumford, et al., 2000; Stomski, 2015), and how the approaches they can engage will close the gap for their stakeholders. The author relies on their own self-awareness, as well as futuristic and strategic thinking abilities as strengths. In recognizing that leadership capabilities can be developed over time, and through experience (Northouse, 2019), they are supported in identifying and delivering a solution to the PoP that can strengthen the skills the managers at Prosper need to succeed in the modern and VUCA environment. The PoP is identified in the next section.

Leadership Problem of Practice

Adaptability is a quality that enables an entity to modify itself in response to its environment as a means of survival (Castillo & Trinh, 2019). Changes in the internal environment of an organization, such as decisions by senior leadership to pursue a new business strategy, a significant number of employees retiring at the same time, or many new employees of the youngest generation joining the company, can trigger a shift in dynamics that affects the current state enough that the need to adapt emerges for the organization (Mitchell et al., 2020). Likewise, the increasingly complex influences represented in political, economic, social, technical and environmental changes within the external environment of the firm reinforce a need for firms to be able to rapidly pivot and adapt to succeed (Uhl-Bien, 2021). In the VUCA environment, organizations are affected by the external environmental pressures, to which end they are presented with unfamiliar challenges. This growing trend suggests that with increasing ambiguity and fewer predictable challenges for organizations, a modification to the current approach can be considered. The ability of an organization to adapt in response to change and manage its employees in a VUCA environment is recognized as a survival mechanism (Sonpar, 2018). By investing in the managers of the organization, the author can leverage their

interdependencies to motivate organizational innovation, adaptation, and future-fit leadership values (Banerjee & Erçetin, 2015; Mitchell et al., 2020; Sartori et al., 2018) through which organizational well-being can be encouraged. Moreover, by influencing the internal physical and psychological elements of the firm, the author can support the development of its vitality in areas of knowledge, skills, and experience. This adaptation is perceived to be able to influence its resilience to market volatility, new technological challenges, and other unknown factors introduced to the firm by the VUCA environment.

Problem of Practice

The problem of practice (PoP) that will be addressed in this OIP is the lack of a leadership development strategy that managers can utilize for their expected professional development at Prosper. Managers have the autonomy to manage their teams with minimal involvement from senior management, and the opportunity to work independently or collectively with each other; however, they do not have obvious resources around them to consult for guidance on developing leadership skills. Developing leadership competencies as skills that support adaptivity is essential to success in a VUCA environment and organizational viability (Castillo & Trinh, 2019). Furthermore, demonstrating agility through personal attributes and behaviours that go beyond traditional manager education is a requirement for succeeding in VUCA environments (Hall & Rowland, 2015). What leadership approaches can be utilized by the managers at Prosper to self-develop and further the leadership competencies necessary for success in their dynamic, ever-changing environment?

Framing the Problem of Practice

Leadership and management approaches, which are historically guided by position power where the leader or manager is making decisions and directing or assigning activity with their

followers (Northouse, 2019) are viewed as inadequate for the modern environment (Bunker et al., 2012; Mumford et al., 2000; Sequeira, 2019) in which Prosper operates. In the modern world, catalyzing collaboration among employees for problem solving along with the ability to work with continuous and incremental change (Cawsey et al., 2016) is essential for organizational vitality and longevity (Castillo & Trinh, 2019). As a result, managers need to develop the higher-order thinking skills and behaviours through which they can expand their management practice to meet the needs of their world. The problem of practice represents a gap in the firm's leadership development framework. Expressly, that there is a need to personify the guiding principles set out by senior leadership however the firm does not currently have a consistent leadership development framework through which its managers can develop the agile and adaptive behaviours they need to succeed. In this section, the author clarifies what the modern environment represents, and then deepens the awareness of the challenges this creates for the managers at Prosper and why a change is needed.

Historical Perspective

Over the past sixty years, Prosper has grown from a small, regional operation into a large, global firm with over 1000 employees worldwide. Its moderate staffing levels belie the years of knowledge, experience, and expertise its client-facing, and internal operations employ to drive its success as a wealth management firm. Continuously engaged in acquisitions and product portfolio expansion, Prosper, like other organizations operating within a global environment, places significant focus on growing its business and maintaining its strong reputation in the industry (Mitchell et al., 2020). In focusing heavily on its operations, any emphasis on the direct leadership development of employees has been sporadic.

The modern environment is characterized by situations that present new challenges to organizations. For organizations such as Prosper, this includes the impact of PESTE factors on market diversification, along with an interest to invest in employee retention through development as part of their systemic well-being (Lowe, 2010; Sonpar, 2018).

PESTE Implications on Operations

Within the past year, PESTE factors resulted in Prosper needing to quickly adapt to external phenomena of the Covid-19 pandemic. This all-encompassing PESTE influence induced responses at local and global levels inclusive of measures which resulted in restricted travel and a slowing down of economic activity and foreign investment in the Western world (Liuhto, 2021). The impacts of these challenges could be observed within a temporary decrease of value of investment portfolios at wealth management firms.

Responding to Change

For employers such as Prosper, the pandemic also effected a shift towards employees working from home and a reliance on virtual communication. This move interposed a sharp contrast from the previously in-office face to face communication of institutionalized practice. Subsequently, the pandemic requires organizations to consider new ways of thinking and rework their traditional management practices to include results beyond self-interest (Lacan, 2019). In doing so, organizations as well as their employees will be better skilled to navigate through larger scale or episodic change, which occurs infrequently and generally involves a macro-level reworking of organizational strategy or dramatic redirection (Kirby, 2019), as well as incremental or continuous change (Cawsey et al., 2016; Weick & Quinn, 1999).

Preparing for the Future

By investing in incremental change, the firm can gain the opportunity to strengthen the internal operations, which can support their role in a competitive landscape (Bernstein, 2014) and expand the employee dynamics within their organizational paradigm. It is this type of change the author seeks to engage at Prosper. In pursuing these changes with the firm, the author intends to improve the ability of the managers to detect inflection points or see around corners that are being clouded by the VUCA and PESTE factors (Casey, 2014; McGrath & Euchner, 2020; Rao & Choudhury, 2017).

Organizational Paradigm and Priorities

Prosper exists in the midst of the modern era, which means it is experiencing the continuous and episodic changes largely influenced by the VUCA environment. As an organization which identifies with the functionalist organizational paradigm, its evolutionary ability allows the firm to coexist yet remain diversified in their business (Donaldson, 2013; Münch, 2015). By strategically modifying the focus of its client portfolios and choosing which technological advancements to invest in and when, Prosper creates value for its members in alignment with historical views of its paradigm. This means that as an organization, the personification of its effectiveness is achieved through the internal redistribution of effort as a biological act of survival. As such, the author must work with the self-preservation that Prosper has grounded in functional unity (Münch, 2015). Essentially, within its functionalist existence the decisions that the firm makes are based on the most efficient solution to a problem (Reisenberg & Westwinter, 2019). Prosper provides attention to the part of the organization that represents the best opportunity for its economic survival. The result of which can mean the strengths of the other parts will languish or be depleted in support of growing the healthiest part of the system. In this capacity, the firm functions as a machine wherein it structures itself to

achieve its predetermined ends through planned and orderly interactions (Morgan, 2006).

However, as functionalism relies on this compartmentalized approach, the VUCA environment challenges its isolating homogeneity with new circumstances and situations. The parts of its machine, or system, while connected and interdependent, must function in a sequential order (Morgan, 2006). In turn, Prosper is faced with external conflicts toward which its organizational paradigm shows potential for maintaining its outward systematic equilibrium without recognizing the gap this can create among its internal human resources. Furthermore, where the functionalist paradigm also sets strong separations between components of the system, there is little space for overlap, blending of efforts and innovation called for by the VUCA environment and PESTE factors.

Manager Development in Functionalism

As part of an initial response to the VUCA environment, the firm engaged in departmental restructuring and reorganizing. While these efforts enhanced processes and procedures, they did not affect leadership development. As a result, the managers at Prosper abide by familiar, linear relationships with their employees, to whom they provide guidance and direction in support of task achievement in a manner that is characteristic of the path-to-goal approach. Summarized by Northouse (2019), this follower-oriented approach provides a relationship in which leaders remove obstacles for their followers to enable the achievement of organizational and individual goals. This exchange supports a traditional, bureaucratically structured organizational system that also relies on the hierarchical organizational structure. Accordingly, the predictable nature of interactions between manager and follower relies heavily on past experiences and supports the achievement of ordinary goals and business. This approach does not encourage leaders to adapt their approach to their follower and the situation, or

demonstrate the agility needed to sustain oneself in complex and VUCA environment (Hall & Rowland, 2016; Ng, 2014).

Similarly, the employees at Prosper engage in daily routine and necessary organizational tasks and responsibilities with a sense of order (Schein, 2017) which contributes to organizational performance. However, despite a clan-like attitude signifying common outcomes being achieved through collaboration (Schein, 2017) the interactions between managers and their employees, while not unfriendly, do not include a personal cooperative or consistent ‘team-like’ relationship (Schein & Schein, 2018) where the need to ‘get to know’ is an expected, essential element of the relational dynamic (Pacleb, 2019; Schein, 2017) across departments. Herein the author perceives the majority of interactions being, quite literally, transactional. Furthermore, while this directive style is not uncommon in banking environments (Belas, 2013), the author acknowledges that they will need to evolve the linear, leader-follower relationship toward experiences that enable managers to engage in problem solving, decision making and collaborative exchanges that were not needed for the known changes of the past (Bunker et al., 2012; Heifetz, 2019; Mumford et al., 2000; Sequeira, 2019).

Overall, organizational change is strongly influenced by environmental changes where, in order to survive, organizations must effectively respond to the needs of objective conditions of the interdependent elements by which they are faced (Donaldson, 2013). As a result, the increasing emphasis on the need for VUCA capabilities among employees invites a movement toward a more deliberately collaborative social exchange in which interactions inspire the organization to create new knowledge (Lowell, 2016). Leaders who understand their environment and bring individuals together for problem solving are best equipped to handle the challenges of the VUCA world because they add value to the organization (Bennet & Lemoine,

2014). The author views the opportunity for the firm to invest in the leadership development of their managers as being in the gap that exists between the extant management approaches and the relational, agile, adaptable behaviour and engagement needed within the VUCA environment (Geer-Frazier, 2014; Hall & Rowland, 2016; Marion & Uhl-Bien, 2001; Schein & Schein, 2018). Altogether, the PESTE factors, the functionalist organizational paradigm and the rationale that the author is presenting for strengthening the collaborative complexity (Schneider et al., 2017) of the internal network of the firm in this section lead to the guiding questions which follow in the next section.

Guiding Questions Emerging from the PoP

There are three guiding questions which emerge from the PoP that shape the lines of inquiry, the assessment of contributing phenomena and challenges, all of which guide the development of the OIP. The author subsequently presents them with supporting perspectives which provide the reader context for the thought process behind each guiding question.

1. What potential does a leadership approach that stretches managerial behaviour beyond the traditional and transactional leadership represent for an organization operating in a volatile, unpredictable, complex, and ambiguous environment?

Traditional approaches to leadership were found to be appropriate to stable and predictable environments (Bunker et al., 2012) however, the modern and VUCA-influenced environment is unstable and shown to need leadership approaches that expand the historically prescriptive, linear practice (Ng, 2014). Furthermore, research shows that managers in VUCA environments need to demonstrate and enable advanced skills which are not augmented within the traditional leadership development framework (Castillo & Trinh, 2019; Hall & Rowland, 2016). This research suggests that a new leadership approach has the potential to provide a

framework for managers through which they can augment their skills to meet the needs of their environment.

2. What professional development capabilities or skills does the overarching leadership strategy as a plan of action need to include and enable for managerial success in the modern and VUCA environment?

Leadership capabilities inclusive of interpersonal communication, and flexible collaborative solutions (Ng, 2014) are recognized as being essential to the modern and VUCA organizational environment. In building on their skills-based approach to leadership Mumford et al. (2000) suggest that with higher-order thinking and behaviours, along with advanced social judgement skills and knowledge, leaders will be capable of effectively engaging in complex social problem solving in their organizations. Alongside these skills, it is recommended that managers in the VUCA environment demonstrate agility by being adaptive, innovative and flexible (Castillo & Trinh, 2019; Hall & Rowland, 2016). Herein managers can be encouraged to act as action-oriented architects or enablers of the organizational climates within which augmented communication and activity can occur (Dinh et al., 2013; Lowell, 2016; Mendes et al., 2016).

3. How can a postmodern paradigm be included in the functionalist organizational dynamic as a compliment instead of a threat?

In the VUCA environment, managers' interactions with their peers and employees must become interpersonal interactions beyond that of the bureaucratic survivalist environment supported by functionalism. When postmodernism is offered as an evolutionary paradigm inclusive of adaptive, iterative collaborations in alignment to the modern world (Chia, 2003; Chidiac, 2018), a management style based on trust and collaboration can be encouraged (Lacan,

2019). Accordingly, it is through this lens that new meaning and value can be developed as an outcome of internal adaptability and activity within the system itself (Castillo & Trinh, 2019; Chia, 2003; Weick, 1995). This preliminary discourse suggests there is potential in pursuing a paradigm outside of the functionalist paradigm in which Prosper operates at the micro, or individual level without seeking to replace or overturn the current operating paradigm at the organizational or macro level.

Altogether, the author addresses these questions throughout the Organizational Improvement Plan and engages them as a guide when describing their own role as an agent and influencer of the change process. The author begins this discussion in the next section as part of their leadership-focused vision for change.

Leadership-Focused Vision for Change

The classical applications represented by traditional leadership approaches are most often developed on familiar situations or circumstances in which leaders must provide straight forward guidance. By their nature, these approaches do not easily engage a network of resources in problem solving or invite innovation (Baltaci & Balci, 2017; Bushe & Marshak, 2016; Ray & Choudhury, 2017). The leadership approaches that the author understands will benefit organizations in the VUCA environment expand the generally linear exchanges of traditional management styles. In addition to engaging larger networks of resources, the modernistic leadership approaches personify openness to change and continuous adaptability (Baltaci & Balci, 2017; Geer-Frazier, 2014; Lichtenstein et al., 2006; Rosenhead, et al., 2019; Uhl-Bien et al., 2008). In this section the author presents their leadership-focused vision for change and articulates how the envisioned future state will improve upon the current state of the organization and its stakeholders.

A Vision for Success

The context of the modern environment in which Prosper operates includes novel situations inclusive of non-linear and new challenges. These challenges require intellectually oriented, social, and collaborative problem solving abilities from leaders (Bunker et al., 2012; Bushe & Marshak, 2016; Mumford et al., 2000). Where leadership approaches oriented in the leader-driven classical orientation denote approaches which are understood to be highly appropriate for the more rational or logical environment (Baltaci & Balci, 2017) (see Appendix B), the vision for change being presented by the author is oriented in leadership approaches representative of collaborative leader-follower relationships (see Appendix C). The author views the initialization of leadership development beginning with the exchange of knowledge and experience among the managers at the firm as part of a guided experiential learning exercise. In utilizing the principles of adaptive leadership the author can partner with the managers to engage them in adaptive work with the goal of influencing the development of the requisite higher-order thinking skills and behaviours as they work with change as part of their environment (Baltaci & Balci, 2017; Geer-Frazier, 2014; Lichtenstein et al., 2006; Rosenhead, et al., 2019; Uhl-Bien et al., 2008). Additionally, the author can coach the managers to apply their expanded cognitive and relational skills in extension to their extant management practice. This additional engagement is viewed as a way to further strengthen individual and collective outcomes of future management activities at the firm (Lacan, 2019).

Key Priorities and Drivers for Change

In response to a growing appreciation for agility and ambidexterity representing organizational survival skills of the VUCA environment (Horney et al., 2010), the author recognizes that the guiding principles set forth by the firm's senior leadership seek to provide the

organization a competitive advantage (Harrif, 2015). The drivers for change include the need to ensure organizational survival and well-being. Correspondingly, as the managers do not have a consistent leadership development framework, the key priorities include resource enablement, manager development (Millar et al., 2018) and change management.

Leadership Lens

In orienting the vision for change which enables a pathway for continuous growth and development beyond the traditionally hierarchical approaches (Bunker et al., 2012; Hall & Rowland, 2016), the author formulates their vision in the postmodern paradigm. The power of the postmodern lens resides in its appreciation of complexity. In turn, it provides the author with an authentic and decentralizing perspective from which continuous discovery, limitless ideation and development can be originated for organizations as living systems (Chidiac, 2018). This lens also encourages differentiation and invites diversity as part of an augmented discourse within which organizations are appreciated as evolutionary, complex adaptive systems (Bushe & Marshak, 2016; Cilliers, 1998). Hence, the postmodern dynamic is appropriate because it focuses less on fixed meanings (Hancock, 2001) and stubbornly held realities (Chia, 2013). Further to which it engages the author in continuous inquiry and co-construction of meaning (Chidiac, 2018). From this perspective, the author can also inquire into the appropriateness of complexity theory and its subset of adaptive leadership as a complimentary leadership approach through which the leadership strategy can be developed.

Complexity Leadership Theory

Originating in complexity science, complexity leadership theory (CLT) represents a unique and emergent leadership paradigm and field in which complexity theory is engaged with the activity, or process, of leadership (Rosenhead et al., 2019; Uhl-Bien et al., 2008). In CLT

administrative, adaptive, and enabling powers work together to facilitate emergence inclusive of leadership effectiveness, and integrity through harmonized solutions (Geer-Frazier, 2014; Uhl-Bien et al., 2008). As a “framework for studying emergent leadership dynamics in relationship to bureaucratic superstructures” (Uhl-Bien et al., 2008, p. 213), CLT represents a tri-factor schema that values intelligent collaboration without a need for top-down or hierarchical directive. For the author this represents an innovation oriented (Cropley & Cropley, 2015) and postmodern approach (Lacan, 2019) that they will investigate as part of developing a leadership approach that can empower the managers at Prosper with the skills they need as part of their VUCA environment.

Adaptive Leadership

Adaptive leadership embodies a practice or approach, that assembles individuals to collaboratively work out difficult challenges (Heifetz, 2019; Jefferies, 2017). As an element of CLT, adaptive leadership is enabled when the conditions of the CAS facilitate collective “adaptive, creative and learning actions” (Uhl-Bien et al., 2008, p.198) among members of an organization. As part of the aforementioned power dynamic, adaptive leadership represents a flexible exchange which engages innovative and collaborative problem solving. These actions are enabled from the commingling inputs e.g. concepts, perspectives, experiences, etc., within the network which rapidly swirl together in a metaphorical complex garbage can (Bendor et al., 2001; Uhl-Bien et al., 2008) in support of the development of new knowledge. Adaptive leadership enables personifies six principles in practice that encourage situational understanding and relational exchanges between managers and their employees. Along with complexity leadership theory, these six principles will be investigated by the author as foundational elements on which a framework for leading change will be developed.

Expanding the Leader Follower Dynamic

Over time, the closure of the skills gap that exists between the managers and their environment can be fostered through the broadening of their current leader-follower relationship. As the managers at Prosper are unfamiliar with how to engage or support their employees in the development of the advanced skills that are needed to work through individual and organizational intricacies resulting from their increasingly complex environment (Lowell, 2016; Mumford, et al., 2000), they can benefit from this developmental direction. By leveraging complexity leadership theory and adaptive leadership within the postmodern perspective, the author presents the leadership-focused vision for change as a vehicle for driving dynamic dialogues and evolving tensions (Lichtenstein et al., 2006; Mendes et al., 2016) in response to the PESTE factors and VUCA environment of the firm. Subsequently, by viewing leadership as a shared process instead of a siloed activity, the author can encourage an organizational ambidexterity that embodies autonomy and cooperation (Morieux & Tollman, 2014). By first developing then facilitating collective enablement among their stakeholders, the managers will be able to work more effectively in environmental ambiguity that is not preceded by an ideal leadership approach or prototype (Karp & Helgø, 2009; Mom et al., 2019; Stomski 2015). The outcome of this engagement will enable a future state in which management approaches personify an adaptive leader-follower dynamic. In place of the largely transactional interactions of the current environment, future interactions between managers and employees will represent a strategic behavioural dexterity. Ultimately, the development of collaborative and agile exchanges between the managers and their stakeholders will facilitate the relational competitive advantage needed by the firm to succeed in the VUCA environment (Millar et al., 2018; Sequeira, 2019).

In sum, the leadership-focused vision for change which the author has presented in this section values a diversion from the linear leader-follower relationship in support of innovation. Through the combination of engaging complexity and adaptive leadership, the author personifies the alignment, agility, and adaptability essential for successful organizational change management (Oakland & Tanner, 2007; Seah et al., 2014) as guiding elements of their vision of leading change within their postmodern perspective. It should be noted that the perceived alignment does not address timelines of progressing through change in this section as they will be outlined as part of the implementation plan outlined in Chapter 3. Also, that as a strategic part of its existence in the modern world the author seeks to provide inclusive and adaptive engagement with change (Baltaci & Balci, 2017; Geer-Frazier, 2014; Rosenhead, et al., 2019) which can be activated in alignment to the organizational readiness for change discussed in the next section.

Organizational Change Readiness

Organizational change readiness represents a multilevel and multifaceted construct driven by human behaviour (Katsaros et al., 2020). The readiness for change within the organization is generally determined through the evaluation of psychological and structural properties (Holt et al., 2010; Timmings et al., 2016; Vakola, 2013) of an organization from the perspective its employees. Where political, economic, social, technological and environmental (PESTE) factors contribute to shaping the external VUCA environment of the firm, the mindset and attitudes that employees express about and toward change as part of their change readiness (Vakola, 2013) is determined by their experience with change inside the organization. The determining factors of organizational change readiness include the motivation, self-efficacy, and disposition of the employee, along with the value they place on the change perception of change readiness (Holt et

al., 2010; Lehman et al., 2002; Vakola, 2013). With consideration for how long managers have been influenced by the combination of external VUCA and PESTE factors as well as by prescriptive and transactional internal relations at the firm, the author will engage a change readiness tool that appreciates both external and internal dynamics in order to determine organizational change readiness. In this section the author describes the engagement of the Organizational Change Capacity (OCC) change readiness tool as developed by Judge and Douglas (2009) and its significance for influencing a positive change experience. They begin with an outline of how this tool improves the understanding of change readiness from a perspective that connects organizational, collective, and individual considerations toward change (Heckmann et al., 2015; Holt et al., 2010; Judge, 2011; Judge and Douglas, 2009; Vakola, 2013).

Applying the Organizational Change Capacity

Change readiness is difficult to measure overall, and there are not many reliable tools with which it can accurately be assessed (Judge & Douglas, 2009; Timmings et al., 2016). The OCC considers the outcomes of actions and behaviours of managers as leaders which have been shown to influence employee perceptions of readiness at unconscious levels toward and against perceptions of individual change readiness (Heckmann et al., 2015; Judge, 2011; Judge & Douglas, 2009). Individual (micro) and organizational (meso) perception of readiness for change are recognized within the levels of awareness that employees have toward change along with the climate for change their leaders can enable for them as part of the change process (Vakola et al., 2013). The author appreciates this exchange between leaders and the organization as it facilitates an iterative relationship which can evolve over time (Seah et al., 2014). Moreover, it represents a capacity through which the author can measure organizational change readiness as outlined by

the eight dimensions of the OCC (Judge, 2011; Judge & Douglas, 2009) listed hereafter with a detailed summary available in Appendix D (see Appendix D):

1. Trustworthy leadership,
2. Trusting followers,
3. Capable champions,
4. Involved mid-management,
5. Innovative culture,
6. Accountable culture,
7. Effective communication, and
8. Systems thinking.

Together, the eight dimensions of the OCC will enable the author to identify if employees view change as a limitation or as an opportunity which would be suggestive of a growth mindset (Dweck, 2014). The growth mindset can also be engaged as a resource through which innovation and employee engagement can be influenced (Dweck, 2014; Lowe, 2010). When perceptions are oriented in a growth mindset, learning and professional development activities are viewed as having infinite possibilities.

Influencing a Positive Change Experience

The high level of change readiness the author interprets from the OCC (See Appendix E) suggests that employee receptivity toward change overall has resulted from positive past experiences and an environment inclusive of psychological safety (Schein, 2017). Where employee attitudes, and their frame of mind toward the change can be influenced by a combination of past experiences the author values being able to remove obstacles in support of collaborative achievement (Lawrence, 2015). This includes shaping leadership attitudes as well

as organizational alignment to the change (Al-Hussami et al., 2018; Baltaci & Balci, 2017; Cawsey et al., 2016). From this perspective, the author recognizes that the demographic of managers represents a blend of individuals who have generally been employed at Prosper anywhere from three to ten plus years who are relatively inexperienced with the categories of change being introduced by the VUCA world (Jackson, 2018). Accordingly, enabling their understanding of the need for the change as a benefit or necessary for organizational success as part of the change plan and communications discussed in Chapter 3 can have a positive impact on their readiness for change (Holt et al., 2009; Timmings et al., 2016). Therefore, in support of minimizing negative effects of change on the managers, the author anticipates dynamic potential from engaging additional change readiness assessment tools utilized in reasonably comparable situations such as the Organizational Readiness for Change – ORC (Lehman et al., 2002) and the Organizational Readiness for Implementing Change – ORIC (Storkholm et al., 2018). The ORC and ORIC support the development of an understanding of organizational dynamic beyond the surface level assessment enabled by the OCC (Heckmann et al., 2015). However, even without the inclusion of these additional tools, the author anticipates the OCC will adequately guide them in discussions about how complexity leadership theory and adaptive leadership will propel change forward for the firm and support them in building trust among the managers in their role of change agent and leader (Cawsey et al., 2016; Kouzes & Posner, 2012) as part of the change process and implementation plan outlined in Chapter 3.

Chapter 1: Conclusion

In this chapter the author has identified Prosper and described its operation and organizational paradigm along with how the firm operates within its PESTE influenced, modern and VUCA environment. Recognizing the organization as an open, complex, adaptive, and

highly organized system, the author has outlined its interdependent human and administrative elements which are operationally guided by a functionalist paradigm. This is characteristic of linear leader-follower relationships which are recognized to be insufficient for enabling the collaborative relationships needed between managers and employees to problem solve and meet the challenges of the VUCA environment (Bunker et al., 2012; Hartnell et al., 2011; Sequeira, 2019). In the middle of this dynamic is the author; an employee of the firm and an individual uniquely positioned to act as an agent, facilitator, influencer and enabler of learning, training, and development. In this capacity, the author is empowered to apply their leadership lens and leadership-focused vision for change in developing the OIP as a foundational concept for a rewarding leadership strategy for the firm. The author anticipates that the managers will be motivated to change based on the continuation of supportive leadership, the success of past change events, and overall organizational change readiness. The author will present the leadership approaches and the framework for leading the change process along with possible solutions for the problem of practice in the next chapter.

Chapter 2: Planning and Development

Organizations operate within increasingly complex networks and systems. Their environments are similar to ecosystems where exchanges between organisms influence both its success and well-being (Mars & Bronstein, 2018). Organizational success in the VUCA environment requires a combination of networking, collaboration, and a high level of agility through which adaptability is demonstrated (AMA, 2020). Accordingly, and in alignment with their independent leadership lens, the author focuses the planning and development of their framework for change that expands the current management approaches. In providing a new and different approach for the firm the author incorporates the postmodern concepts of collaboration, responsiveness, and agility (Sociology, 2021). In Chapter 2 the author introduces their leadership approach to change. The author engages complexity leadership theory (CLT) as both as a means through which to appreciate the interconnections within a complex adaptive system, as well as a frame for shaping adaptive leadership. As part of the framework adaptive leadership personifies a mechanism that managers can leverage to expand their management approaches within challenging environments (Callier, 2020). Furthermore, CLT when viewed as a “framework for studying emergent leadership dynamics in relationship to their bureaucratic superstructures” (Uhl-Bien et al., 2008, p. 213), encourages members of an organization to co-create optimal working conditions and increase their adaptivity. In the discussion that follows, the author also connects their approach for leading change with the context of the organization along with the findings from Proper’s organizational change readiness to outline what needs to change along with possible solutions to address the lack of leadership strategy for the VUCA environment at the firm. The author concludes the chapter with a comparison of the possible solutions with

consideration being given to resources, value and cost, and identifies the best possible solution and ethical considerations for organizational change.

Leadership Approach to Change

Survival in the VUCA environment relies on constant change and evolution (Bunker et al., 2012). Subsequently, organizations operating within VUCA environments must be capable of responding to the constant economic and physical demands and pressures it receives from the surrounding environment (Buller, 2015; Lowell, 2016) to survive. However, unlike the frequent technical challenges which are familiar to Prosper and have known solutions, the challenges introduced by the shifting technical, political, and cultural systems (Wackerbarth et al., 2015) within the VUCA environment are adaptive in that they are new and non-technical. These types of challenges require stakeholders to engage in identifying the challenge and collaborate with each other when problem solving (LabXchange, 2020; Thygesen et al., 2010). In seeking an approach that encourages collaboration and the ability to respond to and work with challenges, the author situates their leadership approach to change in complexity leadership theory. Complexity leadership theory is selected for its appreciation of the extant relationships of a system that enable complex systems to perform at their best (Cilliers, 1998; Elkington & Booysen, 2015). In this section, the author outlines how the engagement of CLT can influence the interpersonal connectivity among the managers at the firm to expand traditional management approaches while enabling the development of the higher-order thinking skills and behaviours through adaptive leadership.

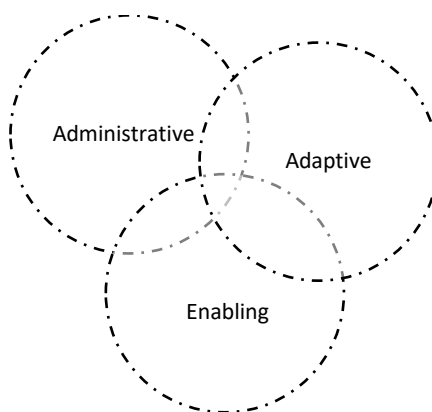
Influencing Interpersonal Connectivity

When the concept of leadership in organizations is applied to complexity theory, complexity leadership theory emerges. The organization, viewed as complex adaptive systems

(CAS) with interconnected parts, generates a discourse through which leaders enable adaptive responses by engaging in and creating conditions that fuel emergence (Uhl-Bien & Arena, 2018). The dynamic, introduced by Uhl-Bien, Marion and McKelvey (Uhl-Bien et al., 2008), encourages emergence through the interplay of administration, adaption, and enabling leadership (See Appendix F) which have been adapted by the author into Figure 1: Enablement within Complexity Leadership Theory.

Figure 1

Enablement within Complexity Leadership Theory



Note. Administrative leadership, adaptive leadership, and enabling leadership are the three co-dependent leadership functions of complexity leadership theory (Uhl-Bien et al., 2008).

In Figure 1, the overlapping, dashed circles represent the continuous connections of operational actions and activities in which members of the system engage on a daily basis in their individual and collective roles at the firm. In literature and practice, the activities of complexity leadership theory are referred to as ‘leadership functions’ or ‘administrative leadership, enabling leadership and adaptive leadership’ (Lowell, 2016; Marion & Uhl-Bien, 2001; Rosenhead et al, 2019; Watts, 2019) which are detailed in Appendix F (See Appendix F). It is this third element

of the dynamic within which the author perceives actionable leadership principles as outlined by Ronald Heifetz in the early 1990s (Heifetz & Laurie, 1997; Heifetz et al., 2009). The principles become part of a framework which the managers at the firm can leverage as they navigate adaptive change. As managers navigate the change, the interactions they have with their stakeholders will become less transactional. In place of the transactional exchange managers will be engaging in relational dynamics exemplary in collaborative activities of decision making and problem solving as part of the CAS (Amundsen, 2015; Baltaci & Balci, 2017; Havermans et al., 2015; Lowell, 2016).

Expressly, “adaptive leadership is the practice of mobilizing people to tackle tough challenges and thrive” (Heifetz et al., 2009, p. 21). Within this practice, adaptability is enabled through the engagement of the six principles of adaptive leadership and synthesized by the author in Table 1: The Six Principles of Adaptive Leadership.

Table 1

The Six Principles of Adaptive Leadership

Principle	Adaptive Leadership Behaviour “The principle enables leaders to ...”
Get on the Balcony	Metaphorically take a step back from the action; to observe and develop an objective perspective on the situation (Heifetz & Laurie, 1997; Northouse, 2019).
Identify the Adaptive Challenge	Determine if the challenge is technical or adaptive (Heifetz & Laurie, 1997; Northouse, 2019).
Regulate Distress	Provide a psychologically safe environment in which problem solving can effectively occur, along with guidance and encouragement toward maintaining productivity without becoming overwhelmed by the need for, or by the change itself (Heifetz & Laurie, 1997; Northouse, 2019).
Maintain Disciplined Attention	Coach and guide employees to stay engaged in their work throughout the challenge such that they focus on working through the challenge and achieve individual and collective outcomes as

	part of the change process (Heifetz & Laurie, 1997; Northouse, 2019).
Give Work back to the People	Demonstrate situational awareness and leadership to encourage and engage group members in ways that ensure the opportunity to problem solve and innovate remains with them and is not taken over by the leader (Heifetz & Laurie, 1997; Northouse, 2019).
Protect Leadership Voices from Below	Exercise conflict management and inclusion to ensure individuals have a voice; that each individual is heard in a way that adds to the social balance of the group and its impact on the organization as a CAS (Heifetz & Laurie, 1997; Northouse, 2019)

Note. The table lists the six principles of adaptive leadership and provides high-level descriptions of the adaptive leadership behaviours enabled by each principle in practice.

Collectively, the six principles outlined in Table 1 present steps through which the author as well as the managers, including those without significant previous leadership development experience, can progress as they actively address and mobilize change (Northouse, 2019) at the firm in response to adaptive challenges.

Engaging the Six Principles in the Leadership Approach

In partnership with the managers, the author envisions applying the six principles of adaptive leadership in sequential order as part of an integrated developmental experience. Herein as a leader of change and facilitator, the author presents each principle along with the activity they can influence in action.

Principle #1 - Get on the Balcony

First, by developing an objective perspective of the environment and contributing behaviours that detract from situational success (Heifetz, 2019), the author can educate the managers to leverage the connections between the past and present to shape the necessary change (Heifetz, 2019; Münch, 2015; Seah et al., 2014).

Principle #2 - Identify the Adaptive Challenge

Second, with coaching from the author, the managers can learn how to navigate through socio-emotional and psychological challenges (Heifetz & Laurie, 1997; Northouse, 2019) within existing systems and processes (Cawsey et al., 2016) while increasing their ability to diagnose adaptive challenges (Heifetz & Laurie, 1997; Northouse, 2019).

Principle #3 - Regulate Distress

Third, through a partnership with the managers, the author can create a psychologically safe space in which the managers can leverage constructive strategies (Cawsey et al., 2016; Northouse, 2019) to navigate any overwhelming stress or emotional levels (Heifetz & Laurie, 1997; Thygesen et al., 2010) which they or their employees experience as part of the change process.

Principle # 4 - Maintain Disciplined Attention

Fourth, through continuous engagement, training, and education (Bolman & Deal, 2017), the author will empower the managers to develop new habits and practices with their employees. This will include the ability to maintain the focus on change efforts while managing ambivalence (Heifetz & Laurie, 1997; Northouse, 2019).

Principle #5 - Give Work Back to the People

Fifth, as the managers develop higher-order thinking and communication skills the author will guide the managers to increase the initiative and accountability (Heifetz & Laurie 1997; Heifetz 2019) their employees demonstrate toward problem solving and goals achievement.

Principle #6 - Protect Leadership Voices from Below

Sixth, as a coach and instructional designer, the author will empower the managers with learning and resources through which they can self-develop the requisite skills and confidence

they will need to manage communications between their employees and other leaders (Heifetz & Laurie, 1997; Northouse, 2019).

Together, complexity leadership theory and adaptive leadership represent the leadership approach to change that the author views as appreciating the functionalist phenomenon of adapting scalable components of the system to survive (Donaldson, 2013). This appreciation is furthered by their focus on adaptation within a postmodern leadership lens as a way to diversify and foster emergence in support of organizational vitality. Conclusively, this combined approach enables the author to influence the linear dynamic of the past with the potential for a new discourse as part of an overarching leadership strategy without disrupting the overarching functionalist framework of the firm or its requisite operational hierarchies (Donaldson, 2013; Münch, 2015). The author outlines the framework for leading the change process in support of this approach in the next section.

Framework for Leading the Change Process

Organizations experience change that is described in terms of frequency and response. For example, change is considered to be episodic when it is infrequent and triggered by intention. In contrast, continuous change is recurrent with multiple modifications and may not have a defined solution or end state (Cummings & Cummings, 2014; Weick & Quinn, 1999). Additionally, organizational responses to change can be incremental, strategic, reactive, and anticipatory (Management Study Guide, 2021) (see Appendix G). The author recognizes that Prosper continuously receives stimuli from its external PESTE factors and VUCA environment to which it needs to respond adeptly (Buller, 2015). With this understanding, the author focuses the framework for leading the change process within the postmodern perspective in a way that will encourage change both incrementally and strategically with more than one methodology

(Cilliers, 1998). In this section, the author describes how a strategic combination of the Change Path Model: Cawsey-Deszca-Ingols and Duck's Five Stage Change Curve (Cawsey et al., 2016) along with each of the six principles of adaptive leadership, introduced in the previous section, presents a pathway for the managers to expand their current management style as part of an overarching leadership strategy for the firm. As part of this experiential, action-learning (Cummings & Cummings, 2014) oriented process the author anticipates additional attention will need to be given to the managers as they navigate 'how' to change their familiar management practices. By applying extra emphasis to the human side of the relationship (Lacan, 2019), the author seeks to leverage a sense of awareness of the situational and social symptoms that managers can experience as part of the change process along with the six principles of adaptive leadership to guide the managers through the process itself. This approach enables the author as a facilitator and coach to manage expectations of their stakeholders while engaging the managers to clarify what they can for one another from a human resources perspective (Bolman & Deal, 2017). Moreover, the collaborative interactions will exemplify how success through collaboration enables emergence and enhance the ability of the managers to connect more dynamically with their employees.

Model for Leading the Change Process

Change that is continuous benefits from an organizational approach that is also continuous (Kirby, 2019). In alignment with postmodernism, and the leadership perspectives offered through complexity and adaptive leadership, the author engages both the Change Path Model: Cawsey-Deszca-Ingols and Duck's Five Stage Change Curve (Cawsey et al., 2016) to develop a model that facilitates and enables continuous activity. Where the Change Path Model will enable managers to objectively assess the present environment, determine what needs to

change and how they can utilize their past experience along with current resources to appropriate and sustain change, Duck's Five-Stage Change Curve will provide a way to engage and address the socio-emotional needs of managers as individuals undergoing change (Cawsey et al., 2016) during the transition. For the author, the vantage point presented by the Change Path Model when combined with the Five-Stage Change Curve represents a practical method for empowering the actions and behaviors of adaptive leadership among the managers. In turn, their experience will further inform the ability of the managers to collectively engage and support their stakeholders throughout the change process. In this relationship the managers will be recipients, agents and champions of change (Cawsey et al., 2016). Moreover, the symbiotic synergy represented within the application of both the Change Path Model and the Five-Stage Change Curve represent the situational and social symptoms that adaptive leadership can support as part of change (Appendix H) as outlined in Figure 2: The Framework for Leading the Change Process.

Figure 2

Framework for Leading the Change Process



Note. Where the six principles represent the order through which adaptive work can be engaged along the outer part of the model, the social and situational symptoms are listed in the middle. As each principle is engaged, the symptoms can be anticipated in their sequence leading to the development of supporting skills through which change can be further supported and navigated.

Figure 2 expresses how the author envisions the six principles along with the symptoms of change facilitating a model that engages employees in adaptive work as a clockwise activity guided by the order of the principles. Adaptive work, as a learning process for working with adaptative changes (Guillaume-Koene, 2017), represents the overall engagement of identifying the changes that are needed while instilling the value of collaboration and co-evolution as success factors within the complex environment (Banerjee & Erçetin, 2015). The author presents this framework as a contributing element of an overall strategy to support the diversification of corporate culture with a leadership approach for change that positions the firm with a competitive advantage (Lowe, 2010; Schein, 2017). On the whole, the author and managers will be able to sequentially apply the model and progress through the adaptive principles in response to present and future adaptive challenges where they need to navigate their own involvement and that of others as members of CAS in the VUCA environment.

Leading Continuous Growth and Development

By focusing the leadership approach to change on expanding the interpersonal connectivity between managers and their employees, the traditional approaches currently relied upon at the firm will diversify to be more agile in their nature. Continuous, purposeful joint efforts (Schneider et al., 2017) enabled through adaptive leadership will engage and develop managers as leaders and agents of change. In their new roles the managers will be facilitating

increasingly collaborative interactions that support relational agility (Harraf et al., 2015). On account of these expanded interactions, the internal environment of the firm will also change to enable interactions that support organizational fitness (Marion & Uhl-Bien, 2001). In combination with guidance and coaching from the author, the managers can learn, develop, and apply the skills that foster an ambidexterity inclusive to adaptability for organizational survival in their modern environment (Havermans et al., 2015; LabXchange, 2020; Seah, et al., 2014).

In sum, the framework for leading the change process as presented by the author leverages change processes along with adaptive leadership behaviours to empower a conscientious, collaborative movement of incremental and strategic change (Dinh et al., 2013; LabXchange, 2020; Seah et al, 2014). The critical organizational analysis that follows in the next section, highlights what needs to change within the firm to empower this advancement.

Critical Organizational Analysis

Change, when viewed as a survival mechanism for organisms, becomes essential as without it, systems can become unhealthy (Koenig, 2018) and therefore unable to manage change. Prosper is an organization that operates as an open, complex adaptive system that is in continuous and evolutionary exchange with its environment and needs to evolve with changing circumstances to survive. As part of its survival, the firm has a responsibility to maintain its dynamic functionality (Cawsey et al., 2016; Koenig, 2018; Lowell, 2016). As a system whose activities are guided by the functionalist organizational frame, the challenges which the firm and its managers are accustomed to working through are largely self contained, linear understanding of shared values and behaviour in a shared space (Lauring et al., 2018). Due to the VUCA environment and pressures introduced by PESTE factors on the firm, an approach that prioritizes clarity, collaboration and agility is recommended (Mindtools, 2021). Through an organizational

analysis, the author discusses what needs to change in order to enable the firm to meet complex challenges. In doing so, the author leverages elements of the firm's change readiness to describe the ways in which the framework for leading change outlined in the previous section can support the change process while empowering the managers to collaborate and solve non-linear problems (Reisenbert & Westerwinter, 2019) together. The author views the outcome of this process positively, as the ability to effectively engage with adaptive challenges will be visible both externally and internally by members of the firm and its stakeholders. The advantages of this framework can be interpreted through the metaphorical concept of an iceberg represented in the Krüger Change Model (Buller, 2015) as depicted in Figure 3: The Iceberg (Torben, 2020). The author will briefly outline this concept for the reader as it enhances the visibility of the operational, administrative and behavioural elements of the firm that can be impacted by change at both internal and external levels of the firm.

Figure 3

The Iceberg (Torben, 2020)



Note. The Krüger Change Model represented as an iceberg identifies organizational elements above and below the waterline. Used with permission from the author.

Icebergs, similar to organizations, are not universal in shape or size and present an extremely limited portion of the whole structure to observers above the waterline of the ocean in which it resides. Accordingly, with the majority of the iceberg submerged below the waterline, the visible portion, or ‘tip of the iceberg’ represents only the small number of components of a challenge or problem that are visible or known (National Geographic, 2020). In relation to the firm, the administrative and structural guidelines, policy, and procedures of the organization are represented in the section of the iceberg located above the waterline. The elements below the waterline represent attitudes and behaviours that collectively shape the attributes and activities of an organization (Buller, 2015) and its culture (Schein, 2017). The activity below the waterline is also where the majority of the relational components reside. Moreover, it is the elements below the waterline that correlate with what needs to change in order for the firm to work with, not against, change (Lowe, 2010).

In the gap analysis that follows, the author describes the needed changes through the lens of the Change Path Model (Cawsey et al., 2016) and consideration of the change readiness findings as interpreted through the Organizational Change Capacity (OCC) (Judge & Douglas, 2009) from Chapter 1. The author focuses their discussion on how the managers as agents and recipients of change at the firm can engage adaptive work to further their management approach. Navigation of the situational and social symptoms within the framework for leading change and change process outlined in the previous section are viewed as foundational elements for this relational advancement.

Needed Changes and Opportunities for Adaptive Work

Independently, the Change Path Model (CPM) represents four phases; awakening, mobilizing, acceleration and institutionalization, through which managers can navigate as they identify and work with external and internal forces of change (Cawsey et al., 2016) gifted to them by their environment. The inclusive, progressive stages presented by the CPM stand out to the author as facilitators and enablers of learning for the firm. Moreover, the CPM represents a flexibility that the author envisions will guide them as well as the managers in the engagement of adaptive work. The CPM recognizes and encourages adding on to the past with a practice of continuous innovation that supports organizational longevity (Korengel, 2019) throughout its four phases.

Enabling Awakening

The first phase of the CPM represents the development of awareness along with an analysis of internal and external organizational factors which are contributing to the firm's evolution and through which the future can be envisioned e.g. awakening (Cawsey et al., 2016). The author recognizes that when organizations are 'awake,' their managers are aware of the forces of change affecting the organization and are clear on the administrative or procedural actions, decisions, and processes that support, or prevent success as well as where improvement can be made (Cawsey et al., 2016; Deszca, 2020). When communication within the firm is largely top-down, and the readiness assessment indicates that middle management i.e. the managers, is capable of balancing their administrative and functional responsibilities in communication with senior leadership, the author views the group as positioned to enable adaptive leadership that will move the firm forward (Uhl-Bien et al., 2008). In order to achieve an awakened status, the managers at the firm would need to expand their level of communication

with the stakeholders beyond linear, transactional interactions on a continuous basis. As a facilitator of learning, the author can support the awareness of the change process and influence communicative relations as part of their adaptive work with the managers as outlined in the change implementation plan in Chapter 3. Additionally, in their role of change agent as supported by the firm, the author can clearly communicate the vision for change and provide opportunities through which managers can increase their situational understanding skills and build trust with their employees (Kouzes & Posner, 2012; Sartori et al., 2018) as part of the awakening phase of the change process.

Enabling Mobilization

Following the awakening, the shift to expanding awareness further influence buy-in and increase support for both the change among stakeholders affected by the process (Deszca, 2020.) as part of the second phase of the CPM. During the mobilization phase, *what* needs to change is determined. This includes disseminating information to the stakeholders in a way that fosters and supports activities in favour of the change (Cawsey et al., 2016). As the VUCA environment requires innovative leaders who can demonstrate willingness to embrace new ways of operating (Geer-Frazier, 2014), it also needs employees who can effectively re-align themselves to meet the needs of the firm (Seah et al., 2014). From their position as a collaborative leader of change and instructional designer, the author recognizes this phase as an opportunity to infuse the concept of trust. As a foundational leadership trait, trust represents a relational component through which managers can improve their interpersonal communications with their followers (Kouzes & Posner, 2012). Moreover, the managers can share in activities toward common goals with their employees (Northouse, 2019). Accordingly, when employees are viewed as constituents (Kouzes & Posner, 2012), they are more likely to follow those with a clear

philosophy, to whose values they can relate, and through whom they can foster their own sense of identity (Kouzes & Posner, 2012). It is with these concepts of relationship building that the author envisions the managers at Prosper organizing themselves to follow the direction presented by senior management (Judge 2009; Judge & Douglas, 2011) while engaging their stakeholders in collaborative pro-change interactions in support of this phase. In order to achieve this capacity, the managers at the firm would need to become proponents of the change as well as become able to influence their followers in support of change efforts (Deszca, 2020).

According to the readiness assessment, employees of the firm trust their managers even though the concept of followership was not directly addressed in the assessment. Hence, to best meet the needs of the VUCA world, the managers need to build experience and relationships with others in ways that motivate and inspire a collaborative role for followership within the organization (Karp & Helgø, 2009; Kouzes & Posner, 2012). Subsequently, this collaboration can influence a constructive space within which the managers at the firm adapt a more modern, partnership focused relationship with their followers (Hurwitz & Hurwitz, 2015) that is agile in character and involves trust and open communication. For the author, this constructive space represents the arena in which they can facilitate innovation, foster continuous engagement, and encourage collective achievement across departments (Karp & Helgø, 2009; Seah et al., 2014) in ways that will strengthen the submerged elements of the system as part of their adaptive work with the managers.

Enabling Acceleration and Institutionalization

The third and fourth phases of the CPM represent continuous systematic engagement and iteration. For instance, where the initial two phases of the change model guide the author and support the managers in identifying and familiarizing themselves with the change, activities

within the acceleration phase engage action and resources to manage and support stakeholders in their transition through change (Cawsey et al., 2016; Deszca, 2020). Managers are viewed to be change champions who voluntarily present the vision for change, provide resources, and support the change and present its outcome (Cawsey, et al., 2016; Kotter, 2011) to their followers and stakeholders. According to the readiness assessment, the managers are ready to engage as change champions; they recognize the implications of overall change and the value in change as a necessary activity of the firm (Judge & Douglas, 2009). In this area, the author notes that the firm already embodies some of the elements needed for the successful outcomes of this phase. Accordingly, the author recognizes potential for the firm to focus on proactively ensuring the recruitment and hiring practices of the firm attract and onboard individuals who have experience and interest in helping employees navigate change (Michigan State University, 2019). While this area is outside the scope of the author's role, they may consult with the recruitment department in support of strategic hiring and enhancing current practices of recognizing achievement and celebrating milestones enhancements (Cawsey et al., 2016) to maximize success at this phase.

The fourth phase is institutionalization. This phase represents successful achievement of the new state (Cawsey et al., 2016) within which lessons that have been learned are identified, and next steps are identified and iterated (Deszca, 2020). As the VUCA environment encourages innovation (Millar et al., 2018) and organizational adaptability is observable, the fourth phase represents the greatest opportunity for managers and their employees to demonstrate problem solving while maintaining alignment to organizational values and strategy (Hong, 2018; Uhl-Bien & Arena, 2018). When these elements are combined, an innovative culture can emerge. Culture, when viewed as a blend of shared behavioural norms, attitudes, and engagements (Kirby, 2019) that guide interactions across all levels of an organization, is influenced by the

collective outcomes and experiences built through problem solving (Schein, 2017). As part of a general evolution, subcultures can be shaped through diversification and differentiation beyond a founding group (Schein, 2017). These smaller scale cultural forces which can be said to support the overall corporate culture, represent a collective wisdom which is cultivated through experience and adaptation (Denison et al., 2012). From their experience at the firm, the author recognizes that the executive and senior leaders support activities and learning experiences that can augment manager and team-level success even when they themselves are not directly engaged in the training. In response to the psychological engagement (Han et al., 2016) maintained by their leaders with them, the mid-level managers at Prosper reciprocate with their observable participation in organizational goals and initiatives (Linden et al., 2000).

The change readiness assessment also indicated that Prosper's culture values innovation and change. In support of maintaining this attribute, the firm has an opportunity to secure its success with additional investment in training and development opportunities (Sartori et al., 2018) which may include initiating the Organizational Improvement Plan presented by the author in this document. Moreover, by supporting its focus on leadership development and building confidence and self-efficacy among its managers, the author as a facilitator of learning, instructional designer and coach can further support individual and organizational adaptability as part of and in response to change (Cunningham et al., 2002).

Together, the dimensional elements and opportunities the author presented in this section identify areas and perspectives among the firm which, if adapted, will enable greater potential for organizational change and growth for its members (Baltaci & Balci, 2017; Dinh et al., 2013; Manuti et al., 2016). Moreover, the relational advancements describing the perceivable activities of the managers and author are collaborative, flexible and adaptive. By fostering these activities

the author can support the firm in generating pathways for influential peer learning communities among managers and their employees (Yakavenka, 2014). As a result, the expansion of static management approaches recognized as ineffective for working successfully within the realities of the VUCA environments (Baltaci & Balci, 2017) can be facilitated. Lastly, the awareness of these influences and areas of development informs the possible solutions for the author, which are presented in the next section.

Possible Solutions to Address the Problem of Practice

In this section, the author presents four possible solutions to address the lack of leadership development strategy that managers can utilize for their professional development. One of which will present the most suitable solution for the present situation (Mumford et al., 2000). The author describes each solution in detail and includes a Table 2: Comparison of the Possible Solutions to Address the Problem of Practice to supplement the analysis. The solutions are presented with the intention to complement to the structural functionalist paradigm governing the business operations of the firm. In support of guiding learner engagement and success (Armstrong, 2020; Şendurur et al., 2018), the author engages behavioural and psychosocial (feeling) domains representative of Bloom's Taxonomy of adult education as a part of their experience. The author concludes this section with an analysis of the most beneficial solution for the firm.

Possible Solution #1: An Online Resource Centre

The first solution is to provide the employees with an online Resource Centre. Accessible through the company intranet, this site will include a variety of curated, high quality resources for managers and employees which managers can access asynchronously as their schedules permit (The Best Schools, 2020). Available resources will include timely articles, recorded

presentations, influential videos (TED, 2020) and online courses. Content would be selected and organized as a one-stop-shop experience in support of developing the higher-order problem solving and communication skills requisite for the modern environment (Mumford et al., 2002; Turner et al., 2018).

Development Considerations

As project manager and instructional designer, the author recognizes this possible solution represents human resource, systems and applications, and miscellaneous items that will need to be considered as part of its development.

Human Resources. The author will and serve as the instructional designer and curator of the content. To mitigate any technological challenges or barriers that may arise in the development process, one technical representative from the IT department will be engaged along with a contingency of \$3500 for any licencing renewals, communications, marketing expenses or equipment replacement or upgrade which may not already be included within the operational budget of the participating departments.

Systems and Applications. The existing technologies already in use at the firm can be utilized for this solution. This includes the corporate intranet which runs on a SharePoint system to which the addition of one or more pages with links to resources can be added as part of the Resource Centre. Any online content which the author develops can be housed in the current learning management system (LMS) for online courses which is already linked to the intranet.

Miscellaneous. Based on experience and planning tools (Mochal, 2007), the Centre could be developed by the author within two to three months following its approval and resource allocation by the firm. As the development of the Centre is within the scope of the author and

technical departments' roles at the firm, the project will be completed within regular working hours and will not require additional resources or tools.

Advantages

The Centre presents an ideal learning and teaching system (Anderson, 2011) because it will be online and custom-curated; the author can ensure content is kept current and able to adaptively meet the changing needs of its users. This solution offers affordable, asynchronous and autonomous engagement available 24/7 with on-demand access to content through which managers can progress at their own speed (The Best Schools, 2020) and provides the firm a cognitive and visual alignment between the organization and its employees towards change (Vakola, 2013). In using existing human and technical resources, additional expenses would not be incurred. Furthermore, the Centre represents a formal environment through which the author can maintain flexibility in how they will encourage engagement with the resources as part of the leadership framework for change.

Disadvantages

As an asynchronous solution, the content of the Resource Centre would be presented independently from training events or requisite engagement with others (Anderson 2011; The Best Schools, 2020). This may require high levels of self-motivation among the managers to engage with its content because experience motivates learning among adult learners (Goodman & Huckfeldt, 2014; Knowles et al., 2011; Raelin, 2008). Additionally, its asynchronous approach can lead to uncertainty in knowing if managers are developing the skills they need to manage the environment (Schein, 2017).

Possible Solution #2: Organizational Leadership Programme

The second solution is to provide the employees with a series of topical workshops united in a Programme. The Programme will be developed by the author with a skill-based approach, encouraging learning from experience and the development of higher-order skills essential to the VUCA environment (Mumford et al., 2000; Northouse, 2019). Participation, mandated by senior leaders, would ensure managers engage in the comprehensive, synchronous, instructor-led learning classes focused on facilitating the development, practice and application of VUCA-ready skills within a semi-flexible timeline of 1-2 years depending on the number of courses in the Programme.

Development Considerations

As project manager and instructional designer, the author recognizes the Programme represents human resource, systems and applications, and miscellaneous items that will need to be considered as part of its development.

Human Resources. Based on past experience, the design and development of the Programme will be the responsibility of the author and require approval from their manager. A minimum of presentation slides, facilitation guides or notes and participant guides along with summative feedback surveys will be developed for each workshop. To mitigate any technical challenges that may arise in the development or delivery of this solution a contingency of \$3500 and one technical representative from the IT department will be engaged as outlined in Solution #1. Extant relationships with senior management will be engaged to mandate Programme participation among the managers. No additional human resources are anticipated.

Systems and Applications. Microsoft Office applications of PowerPoint, Teams, Outlook, and Forms will be utilized to develop the course content and administer the workshops from invitations to collecting post-workshop feedback surveys.

Miscellaneous. The development and delivery of the Programme is considered to be in the scope of the author's role and capacity, which can also be completed within regular working hours without additional resources or tools. In leveraging their previous knowledge and experience, the author anticipates the Programme to provide a total of six workshops for the managers, organized into categories and scaffolded to familiarize participants with the goals and foster collaboration and adaptive approaches in support of learning through experience within a democratic learning environment (Knowles et al., 2011).

Advantages

Providing interactive virtual workshops will involve managers to participate in their development as part of experiential and adaptive learning (Heifetz 2019; Ng, 2014). The provision of synchronous learning experiences (The Best Schools, 2020; Hall & Rowland, 2016; Northouse, 2019) engages managers in collaborative problem solving, for which adaptive leadership is essential (Nelson & Squires, 2017). Providing the workshops in an online format also allows them to be delivered in a manner that adheres to the physical distancing requirements necessitated by the COVID-19 pandemic (BC Centre for Disease Control, 2020). Moreover, this solution will not require additional human and technical resources.

Disadvantages

Whilst the change readiness assessment indicated the firm has a supportive climate for change, workshops are a sporadic occurrence. As a result, managers can perceive the workshops as a threat to their time instead of as a development opportunity. They may demonstrate resistance to the unknown or to a new beginning as part of the change process (Selivanoff, 2018). Also, while workshops can be offered during and after market hours, they are not a familiar practice for managers at the firm and, without a mandate from senior management may have

limited attendance. Lastly, the Programme is presented without post-session activities or resources which means that the effectiveness of the Programme or application of learnings and adaptive work in support of change may not be applied or measured (Bolman & Deal, 2017; Morrison et al., 2011).

Possible Solution #3: Leadership Programme with Coaching

Providing managers a progressively structured Programme along with post-workshop coaching enables individual and collective efforts to be recognized and a spirit of furthering competency and ownership to be developed among leaders (Kouzes & Posner, 2012). Expanding on the Programme described in the previous possible solution, this solution adds live coaching sessions by the author from the perspective of a Strengths Coach for the managers. For the purpose of engaging adaptive work and encouraging forward progression among participants (LabXchange, 2020) as they develop their new skills through experience (Kouzes & Posner, 2012; Northouse, 2019; Raelin, 2008), the author will leverage their recurring scheduled dialogue sessions with the managers to coach them and can offer workshops mid-day to accommodate attendance during market hours.

Development Considerations

As project manager and instructional designer, the author recognizes the Programme along with post-workshop coaching represent human resource, systems and applications, and miscellaneous items that will need to be considered as part of its development.

Human Resources. Building on the scaffolded Programme outlined in the previous solution, the author will engage with managers as both facilitator and coach. Coaching and supporting materials can be exchanged in individual and flexible group formats in virtual sessions thus limiting a need for meeting rooms and printing. Additionally, as learning and

applying new skills can bring a series of unknown challenges, the Human Resource department may be needed to co-council managers, and employees to embrace new approaches (Beerel, 2009; Sartori et al., 2018) at the beginning of the change process. One technical internal resource and contingency of \$3500 will be engaged to support any potential technical challenges as described in the previous solutions.

System and Applications. The coaching sessions will utilize the extant conference and communication sharing abilities enabled through Microsoft Teams and Outlook applications.

Miscellaneous. The addition of coaching introduces another consideration of time. As coaching is within the scope of the author's role at the firm, their regular hours will support these additional touchpoints with the managers. Consideration will need to be given toward the duration and frequency of the coaching sessions to allow appropriate time for current work-based responsibilities. Managers will be given the option to complete a CliftonStrengths Assessment for enhancing their learning. The cost of assessment (\$70) can be absorbed by the firm as part of an employee benefit, e.g. pre-allocated education reimbursement.

Advantages

The addition of coaching to the Programme also removes the necessity of providing the Programme as an independent offering with an inability to evaluate or support learning after the workshops. Coaching represents a hands-on opportunity for the author to reinforce learnings from the workshops and provide an equal-opportunity resource for managers (Bäcklander, 2018) that can influence adaptive work at the firm. As part of the change process, this activity will expand the role of the author into that of a complexity leader and an agent of enabling leadership and agile behaviours (Bäcklander, 2018; Selivanoff, 2018) amongst others. In creating a climate of trust the author can engage managers to partner with them in a mutually beneficial cooperative

goal (Kouzes & Posner, 2012) of leadership development. Moreover, managers will gain a dedicated resource for supporting effective navigation through change (Cawsey et al., 2016). Should managers choose to complete a CliftonStrengths Assessment, their coaching sessions can include an added level customization as they will have the option to leverage their individually identified talents and develop them as strengths as part of the process. Finally, as the author is certified as a coach this solution can be developed using extant human and technical resources as a contingency with \$3500 as outlined in previous solutions.

Disadvantages

The author will need to work quickly and in potentially limited time frames with each manager and their team (Bäcklander, 2018) as this solution will require various levels of activity that are not currently factored into the author's schedule. A shortage of time for the engagement with stakeholders can negatively impact the effort of the solution or fall short of expectations. This can create a barrier and increase a productive level of tension or discomfort that would otherwise support change (Elkington & Booysen, 2015).

Possible Solution #4: Expanded Integrated Learning System - EILS

The fourth possible solution is to combine the aforementioned possible solutions into an integrated option that will be available for managers online and include a virtual (live) component. Through the provision of progressive Programme of online workshops and post-workshop coaching along with an online Resource Centre, managers will be directed to participate in the facilitated workshops, provided the instruction, guidance, and support, along with curated resources and coaching, to contribute to their leadership development individually and collectively. Where an integrated learning system generally includes online courses and a live coach (AOLCC, 2018), the EILS will also include live workshops, and virtual coaching as

well as curated online courses and resources through which they can progress in a semi-flexible manner. As in Solutions #1 through #3, the development and delivery of the EILS will leverage existing human and technical resources with a contingency of \$3500 for unforeseen expenses or licensing renewal fees.

Development Considerations

As project manager and instructional designer, the author recognizes the EILS represents human resource, systems and application, and miscellaneous needs that will need to be considered as part of its development.

Human Resources. This solution is largely oriented in the activities outlined in previous solutions. Accordingly, the author will be the main instructional designer, developer, research, and facilitator. HR and one technical resource will be engaged as outlined in the previous solutions. The Marketing department would be engaged for specialized graphics for use in supporting communications and content.

System and Applications. Microsoft Office PowerPoint, Teams, Outlook, and Forms applications will be utilized to develop the course content and administer the workshops from invitations to collecting post-workshop feedback surveys.

Miscellaneous. This solution maintains the use of the Microsoft applications for its online communication and conference needs along with a with minimal cost of any printing needed as part of the design and development process along with the firm's LMS for online courses as part of the EILS.

Advantages

The provision of an EILS will present both asynchronous and synchronous learning opportunities for managers at the firm. The built-in flexibility of its learning resources both

encourage and enable the potential of active, influential, and adaptive engagement between managers in support of their leadership development at the firm (Cawsey et al., 2016; Karp & Helgø, 2008; Mittal & Elias, 2016). In addition to online resources, the managers and firm will benefit from the author working as a dedicated resource to both oversee and collaborate with managers in their leadership development while creating a climate that strengthens employee performance and gives work back to the people (Heifetz & Laurie, 1997; Kouzes & Posner, 2012). The author, certified as a Strengths Coach and experienced instructional designer and facilitator, will engage their talents to set goals with managers to guide and motivate them as constituents (Kouzes & Posner, 2011) and partners in the learning process. This solution includes the option for managers to enhance their coaching sessions with the completion of a CliftonStrengths Assessment as outlined in Solution #3. A modest \$3500 is included as a contingency.

Disadvantages

Without a clear vision for the change process (Griffen et al., 2016), EILS can overwhelm the managers and create a disconnect that can negatively influence their interest toward the change (Vakola, 2013). When resources do not contribute to developing responsiveness, innovation and flexibility among leaders, they will not effectively develop the skills they need to manage rapidly changing or ambiguous contexts (Hall & Rowland, 2016). With these considerations in mind, the disadvantage or challenge of a robust solution will be to ensure that the resources and their applications maintain alignment with Prosper's vision for its leadership development and are effectively delivered by the author as part of their role and responsibilities at the firm.

Selecting an Optimal Solution

Change is a constant reality that evokes movement beyond the familiar in order to adapt to the alteration of the environment (Cawsey et al., 2016; Katsaros et al., 2020). Upon review, each of the possible solutions present a leadership strategy through which managers can develop the skills they need to demonstrate to support organizational adaption to the VUCA environment. An optimal solution will enable progress and, engage participants in experiential and work-based learning (Raelin, 2008) in ways that can be worked into the current management practice and be iteratively evolved over time (Seah et al., 2014). A high-level comparison of the possible solutions is presented by the author in Table 2: Comparison of the Possible Solutions to Address the Problem of Practice.

Table 2

Comparison of the Possible Solutions to Address the Problem of Practice

Possible solution	Feature comparison				
	Online	24/7 availability	Interactive workshop	Coaching	Strengths assessment
An Online Resource Centre	x	x			
Organizational Leadership Programme	x	x	x		
Organizational Leadership Programme	x	x	x		
Expanded Integrated Learning System - EILS	x	x	x	x	x

Note. The table lists and summarizes the similarities and differences between each possible solution.

When the possible solutions are compared with one another the author recognizes that an autonomous Resource Centre or a stand-alone Programme will provide workable solutions through which VUCA skills can be developed. However, it will not engage managers beyond the

initial interaction. This is essential strategy, as experience is a critical resource for adult learning (Knowles et al, 2011). Similarly, while the Programme with Coaching solution has the potential to be an optimal solution for the problem of practice, the author questions which and how managers can be further supported in between coaching intervals to further facilitate organizational adaptability (Seah et al., 2014). Therefore, in seeking to present a solution that emphasises leadership development that appreciates the needs of a complex system (Lowell, 2016), its continuous need for adaptability, along with independent and collective learning and enablement opportunities (Kouzes & Posner, 2012; Seah et al., 2014) and the need for senior managers to mandate initial participation, the author assesses that Possible Solution #4, EILS, presents the optimal solution for the firm.

Ensuring the Effectiveness of the Solution

The development and implementation of Solution #4, EILS, represents a project for Prosper. Accordingly, the author, as part of the project management process at Prosper, will request approvals from senior leadership and assume the role of project leader. In this capacity the author will prepare a project schedule and communication plan to support the development of the solution as described in Chapter 3. To ensure that the instructional components of the EILS solution systemically influence emergence, the author will engage the principles of adaptive leadership to develop content and deliver communications for the solution. By focusing on enabling others to act (Kouzes & Posner, 2012), the author will address the administrative, adaptive, and enabling components of the system with the instructional design methodology of ADDIE (Falcon, 2019; Morrison et al., 2011).

As a process, ADDIE represents five flexible phases of Analysis, Design, Development, Implementation, and Evaluation. Together, these phases provide structural alignment for the

engagement of the principles and practices of adult learning and development and invite evaluation and iteration as part of its process for the achievement of learning outcomes (Morrison et al., 2011) as detailed in Chapter 3 as part of the change plan. ADDIE also allows for the complex nature and size of the project to be appreciated and functions as an independent model unlike PDSA, which does not easily allow for acting on new information obtained during the evaluative stage and often requires a wide range of additional assessment tools to complete its aims (Reed & Card, 2016).

An added benefit of the author using the ADDIE is that this model can be applied to the development and evaluation of the online Resource Centre, the facilitation of the leadership curriculum, and follow-up coaching to managers outlined as part of the change implementation plan in Chapter 3. In continuing the analysis of the appropriateness of Solution #4, EILS, the author will present their position and approach for how the EILS can enable the application of the chosen leadership approaches with respect to the leadership ethics and organizational change discussed in the next section.

Leadership Ethics and Organizational Change Issues

Ethics represents a behavioural compass characterized by the actions and behaviours that enable an individual or group to orient themselves with a code of values or moral principles (Mihelic et al., 2010) through which they can virtuously align themselves with their organization. Ethical standards represent the expected, acceptable behaviour and activities of employees within their organization (Cawsey et al., 2016) through which they demonstrate moral literacy. Together, the engagement of moral literacy shapes the ethical leadership through which virtuously principled exchanges between leaders and their followers can develop (Ciulla, 2014).

This section describes how ethical leadership can be fostered by complexity leadership theory and adaptive leadership as part of the solution for leadership development.

Ethical Leadership

Ethical leadership within organizational culture needs three key commitments from an organization; autonomy for decision-making, personal awareness and understanding of the dimensions of care, justice and critique, and capacity for the opportunity to choose and act (Langlois & Lapointe, 2014). Focusing on autonomy for decision making, the author views autonomy, awareness and understanding to personify ethical sensitivity. Ethical sensitivity denotes the ability of an individual to critically assess a situation and determine if there exists an ethical issue or moral intensity, they should be aware of around the issue (Tuana, 2014). Through the development of ethical sensitivity, the author will help leaders to identify and evaluate issues and situations in ways that enable them to make increasingly ethical and responsible decisions (Langlois & Lapointe, 2014).

The engagement of complexity leadership theory represents a perspective through which the mindset and behaviour of the managers can evolve to include complex and adaptive behaviour within their CAS (Lowell, 2016; Marion & Uhl-Bien, 2001). With the support of the author as their coach, the managers can begin to establish themselves as leaders who evoke micro-level changes to meet the larger scale demands of the environment through their individual and collective actions (Heifetz & Laurie, 1997; Seah et al., 2014). Moreover, as enablers, managing the entanglement of their system (Uhl-Bien et al., 2008) invites an equitable, organic opportunity to engage adaptive work in alignment with the ethical standards of the firm. This ethical discourse as part of their behaviours and adaptive leadership can be developed through heightened moral literacy and moral management skills.

Moral Literacy and Moral Management

Moral literacy can be embodied in a moral person who embrace positive characteristics and values. Individuals express moral literacy when they are being “honest and trustworthy, a fair decision maker and someone who cares about people” (Voegtlin, 2015, p. 583). Since the character of a leader influences both ethical performance and the ability to lead themselves and others responsibly (Mihelic et al., 2010), the author can increase moral literacy by fostering trusting cooperation to reduce linear thinking (Judge, 2011; Voegtlin, 2015) among managers at the firm. Furthermore, the author can inspire trust along with a climate that encourages managers to demonstrate moral management as part of their leadership responsibility toward employees (Kouzes & Posner, 2012). In this way, moral management becomes a vehicle through which the development of the self and others can be demonstrated. Accordingly, the author in their role as instructional designer and facilitator can inspire the development of ethical leadership with the inclusion of information pertaining to character ethic, ethical sensitivity, decision making and motivational skills as part of the resources and learnings available through the EILS solution.

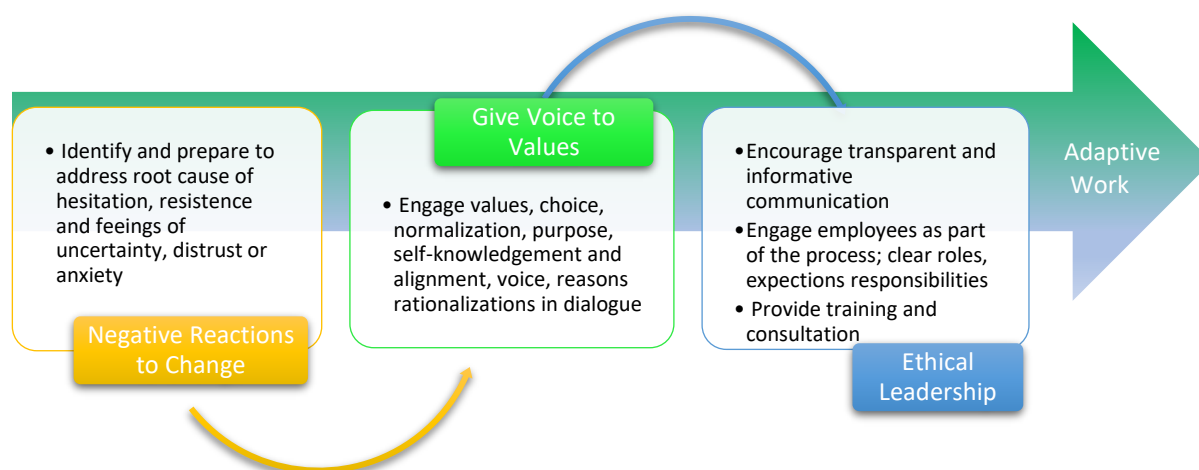
Enabling Ethical Leadership Through Adaptive Work

Enabling ethical leadership activities as part of the change process and EILS solution requires both an awareness of potential ethical issues that can arise during change, as well as having an ethical process through which to develop the plan (Cawsey et al., 2016). For the author, recognizing how broadly ethical considerations can influence the change process allowed them to establish a focus for discussion in this section. First, by identifying areas of concern that may arise throughout the change process included in Chapter 1 (see Figure 2), the author realized that emotion is a reoccurring and very real factor that affects everyone engaged in change. From this perspective, the author recognizes that ethical leadership is oriented in an emotional

relationship based on trust (Soloman, 2014). While immeasurable, emotional sensitivity contributes to the judgements and actions individuals take in situations (Soloman, 2014). The author can demonstrate an awareness and address the emotions that can afflict the managers at the start of the change process through direct communication in their role as a coach. This emotional awareness can also support managers in navigating middle management roles, where they may experience tension between changes sought by senior leadership and employee resistance toward the change (Judge, 2011). Subsequent opportunities for coaching managers through the transition can include managing competing values to emphasize common values and direction in a flexible manner (Yukl, 2010) with stakeholders, as illustrated within Figure 4: Process for Ethical Engagement in Change.

Figure 4

Process for Ethical Engagement in Change



Note. Negative reactions can vary by individual or organization.

Figure 4, developed by the author, demonstrates how the emotions associated with the initialization and ‘awakening’ experience that a change evokes (Cawsey et al., 2016) include feelings of anxiety. The diagram illustrates the conversational technique of the Give Voice to Values Method (GVV) (Cawsey et al., 2016; CFA Institute, 2020) with adaptive leadership providing a pathway through which the emotional experiences of the managers can be supported. For instance, by recognizing the potentially negative emotions that managers can expect to experience at the beginning of the change process, the author can engage the initial principles of adaptive leadership to get the managers on the balcony (Heifetz, 2019). From this viewpoint the managers can address conflict in values or negative reaction to change from different perspectives and formulate reflective and innovation-driven emergence. The additional benefit the GVV Method brings to supporting the author in their adaptive work is that it encourages a strengths-based approach. Through this approach the author and managers can encourage emphasis on individuals to develop their natural abilities or talents in ways that can improve their communication with others (Gallup, 2020; Stoerke, 2021). Furthermore, the increased conversation that the GVV Method and adaptive leadership enable between the author and the managers can increase trust. In turn, the development of trust can lead to heightened levels of cooperation and guide effective transformation in the practice of leadership (Soloman, 2014).

Flexibility

Lastly, the author recognizes that navigating through change is often difficult. Subsequently the author will need to leverage their framework for leading the change process (see Figure 2) to work with employees who may be seeking moral validation for the change with empathy for how the manager’s peers and colleagues are being affected and treated by the firm as a result of the change (Jacobs & Keegan, 2018). As a change agent, the author can further

support the positive environment of individual, group and organizational values already present as per the perceived organizational change readiness (Vakola, 2013) of the firm. As part of a CAS, the author recognizes that managers will also need to engage in a variety of exchanges with their employees for which flexibility within adaptive work, which can represent the freedom to shift from one activity to another and adapt their approach to best relate to the employee or situation, will be critical (Yukl, 2010). Lastly, this concept appreciates complex systems and enables the author to work with the interconnectivity of the administrative, enablement and adaptive dynamics of the organization as part of complexity leadership theory and influence adaptive leadership activities to expand the traditional role of leadership (Yukl, 2010).

Overall, the combination approach offered by complexity leadership theory, adaptive leadership and the Giving Voice to Values method empowers the author with an approach through which they can foster credibility and trust among stakeholders as part of the change process while upholding their ethical responsibility to the organization (Cawsey, et al., 2016). Hence, the author is also encouraged to look beyond one single solution to explore and share diverse perspectives with stakeholders that recognize that the solution is enabled by way of an integrated shared dynamic and not from the system (Baek et al., 2019), in alignment with their postmodern lens.

Chapter 2: Conclusion

Altogether, leadership represents an adaptive process (Burns & By, 2011) and an improvisational art (Heifetz & Linsky, 2002). The activities of leadership can enable change agents to proceed ethically (Cawsey et al., 2016) as businesses need to innovate to survive (Webb, 2016). In this chapter the author has engaged complexity leadership theory and adaptive leadership together with the situational and social symptoms of change to innovate a leadership

approach. The author has presented their leadership approach for change through which Prosper can grow and advance their managers in support of their overall well-being within a VUCA environment. The author expressed how they can influence operational change by situating their framework for leading change around introducing adaptive work. Following this discussion, the author leveraged the Krüger Change Model to symbolize the qualitative elements of the firm through which outcomes can be observed by organizational stakeholders and presented an analysis of four possible solutions to the problem of practice. In presenting the possible solutions the author drew on the postmodern practice of innovation to present an optimal solution for the OIP. The chapter concluded with an outline of the ethical considerations of their framework and sought to express the opportunities for organizational members to evolve and enable a learning-oriented climate while acting as change agents and leaders within their complex environment.

In the next chapter the author will describe how these elements can further work together as part of the change plan, its iterations and communication in ways that appreciate the VUCA environment, drive growth and support the strengthening of its internal components as part of sustainable practice (Lowe, 2010).

Chapter 3: Implementation, Evaluation, & Communication

Prosper, operating as a high functioning, dynamic organism representative of a complex adaptive system (Marion & Uhl-Bien, 2001) has grown significantly however the focus on its leadership development has been discontinuous. Subsequently, the managers at the firm have not been engaged in the steady stream of developing the skills that are needed to meet the challenges of the modern world. Their interactions have a narrow relational dynamic of a transactional nature (Schein & Schein, 2018; Uhl-Bien, 2011). This dynamic is considered limiting to the relationships needed as part of the VUCA environment which require adaptability and flexibility. As the role and agency of the author invite action for employee development, this gap represents an opportunity to engage adaptive leadership in support of facilitating the implementation of a consistent leadership development approach for managers at the firm. From the analysis of the possible solutions in the preceding chapter, the author determined Solution #4, Expanded Integrated Learning System (EILS), can provide the firm an inclusive solution. The EILS is inclusive because its strengths include a progressive series of live online workshops, post-workshop coaching conversations along with an online resource centre of curated content with built-in flexibility for adaptive work and evolution. EILS is 'expanded' because it represents an enhanced combination of the other possible solutions in providing a leadership strategy to the firm.

In this final chapter of the Organizational Improvement Plan the author presents the approach for implementing the EILS solution at Prosper through a bespoke Change Implementation Plan (the Plan) along with a Communication Matrix (the Matrix). The author outlines the goals and priorities in a sequence of guided activities they envision being needed to initialize the framework for change and approach for leadership development. Together the Plan

and Matrix inform an overarching leadership development strategy for Prosper. The author articulates strengths, assumptions and limitations of the Plan which they follow with a description of how the change process will be monitored and evaluated. The author extends the discussion to explain how the stakeholders across the firm will be engaged in the strategy and change process inclusive of related activities and ongoing communication. Following the conclusion to the chapter the author concludes the OIP along with next steps and future considerations.

Change Implementation Plan

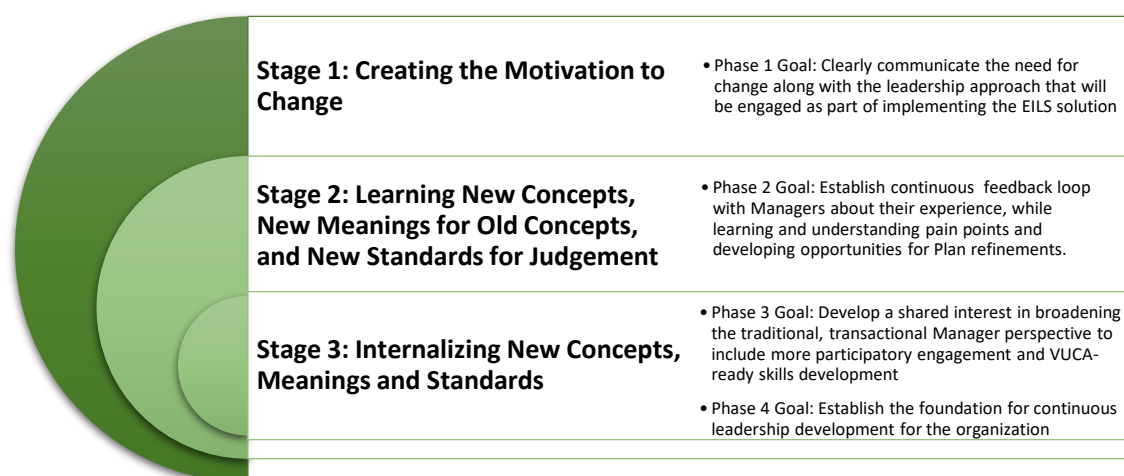
The author begins the guided achievement of the EILS solution for the firm with a Change Implementation Plan (the Plan). In this section, the author discusses how each phase of the Plan is guided by a goal and priorities, along with descriptive details about the implementation process, potential limitations, supports and resources. The author has structured the Plan into a four-phase approach available in Appendix I (see Appendix I). The author utilizes a timeline to identify when various stakeholders across the firm will be engaged in a continuous, iterative exchange of activities and communication as part of the Plan's implementation. The timeline also supports the monitoring and evaluation process outlined further in this chapter. Hence, the Plan leverages the interplay of enablement, administration, and adaptability as the three connective elements of complexity leadership theory (Lowell, 2016; Marion & Uhl-Bien, 2001). Additionally, the Plan serves as a guide for the author as they initiate adaptive work as part of their leadership-focused vision for change model and navigate stakeholders through the four phases of the Change Path Model.

Enabling Engagement

In support of enabling managers to tailor their approach to connect with their stakeholders in a postmodern context (Lacan, 2019), the author engages the four phases of the Plan alongside the Stages of Change (Schein, 2017). From this perspective, as illustrated by the author in Figure 5: Phase-Goal and Stage Alignment of the Plan, the Plan articulates how and when the motivation, learning and internalization of new behaviours among the managers, in partnership with the author and project team can occur.

Figure 5

Phase-Goal and Stage Alignment of the Plan



Note. This figure illustrates the alignment between the three Stages of Change summarized by Schein (2017) and the four phases of the Plan as developed by the author.

Within Figure 5, the author lists each phase of the Plan next to the stage of change to which it best aligns. Accordingly, the first stage connects the managers with the motivation to change in which communication and creating a climate of trust (Kouzes & Posner, 2012) are the focus. The subsequent phases demonstrate how the author can influence a collective

sensemaking “as developing a set of ideas with explanatory possibilities, rather than as a body of knowledge” (Weick, 1995, p. xi). In Stages 2 and 3 through the introduction and engagement of new semantic and social elements, knowledge and information contribute to shaping the new cultural norm (Mingers & Willcocks, 2014; Schein, 2017; Weick, 1995). This growing internalization of new semiotic messages and meanings is represented by the overlapping circles shown at the left of the diagram. The shape of the circles in Figure 5 also denotes the continuous development that managers can experience at each stage of the Plan as part of the change process. Additionally, the progression represents an interplay which can empower emergence. Hence, as the managers progress through the three stages, the author can guide retrospection and synthesis as part of the overall experience and in support overcoming ambiguity as new patterns of behaviour and relations are developed (Mingers & Willcocks, 2014; Weick, 1995).

Motivation

Influencing a climate of trust (Kouzes & Posner, 2012) begins with the author in the role of project manager initiating change. In this role the author introduces the Plan with a pre-implementation kick-off meeting in which they define project requirements to the project team. As part of their adaptive work, the author will provide continuous communication throughout the change implementation. Through the engagement of experiential learning and the principles of adaptive leadership the author seeks to influence the managers from a generally role and rule-based exchange into a dynamic collaboration (Schein & Schein, 2018). Alongside this guided approach, a collaborative, trusting yet directive energy among the project team will be maintained throughout the project (Wiley et al., 2020). The author also envisions this activity to motivate a sense of shared responsibility, which can include a healthy tension (Lowe, 2010) and

contribute to the development of more agile, adaptable, collaborative relationships among its organizational stakeholders (Dinh et al., 2013; Kouzes & Posner, 2012; Mumford et al., 2000).

As an organization, Prosper thrives on structure and order for success. While the author has provided an innovative approach, it is not without structure. Accordingly, the Plan supports organizational alignment, accountability and collaborative communication by encouraging leaders to partner with others outside their own work to support their development (Northouse, 2019). This exchange, along with continuous communication creates additional opportunities for the author to support the managers in expanding their currently limited, transactional relationships (Schein, 2017; Schein & Schein, 2018) while fostering a climate of trust and care (Lacan, 2019) as the Plan progresses (See Appendix I).

Learning

In support of the learning, represented in Stage 2 shown in Figure 5, the author as the project manager will leverage their postmodern lens to constructively influence and emotionally motivate their stakeholders (Lacan, 2019). By engaging stakeholders with continuous and consistent communication the author will enable the psychological safety that fosters learning and the process of change (Schein, 2017). As the author continues to guide and provide support to their stakeholders as part of the change process, the new relational climate and environmental dynamics (Lowell, 2016; Uhl-Bien, 2011; Uhl-Bien et al., 2008) can begin to take shape.

Internalizing

The final stage, to which Phase 3 and 4 of the Plan align, involve the author fostering the internalization of the new concepts, beliefs, and behaviours (Schein, 2017) among the managers. As new leadership approaches have been shown to increase success for organizations operating in VUCA environments (Castillo & Trinh, 2019), the author is supported in deviating from

convention by leveraging complexity leadership theory to support their focus on leadership as an adaptive and evolutionary process (Burns & By, 2012). Hence, the author can leverage Stage 3 in Figure 5 to engage adaptive leadership practices to work in the development of new behaviours and sensemaking to enhance the culture of the firm (Marks, 2007; Schein, 2017; Weick, 1995) throughout and beyond the change process.

Strengths

Goals and financial savings are among the strengths the author recognizes in the Plan. Goals provide specificity and flexibility through which the author strives to keep the change manageable (Oakland & Tanner, 2007). Accordingly, the author has developed the Plan (see Appendix I) with goals and priorities which are specific, measurable, achievable, realistic and timebound, or SMART. In being SMART, the goals of each phase contribute a roadmap of outcomes of the activities that will enable the successful implementation of the EILS solution. The goals and priorities describe actionable and measurable outcomes. Having goals fosters motivation, a sense of purpose and achievement among participants (Brandman University, 2020). In turn, the goals present the author with a mechanism through which they can quantify the success (Brandman University, 2020) of the Plan. The author has also developed the goals to foster continuous engagement and reward the activation of shared experiences, as this makes them SMARTER (MacLeod, 2012).

With respect to financial savings, project costs are generally determined in alignment with the start and completion dates of the activities of a project (BC Campus, 2021a). The author has developed the EILS solution to provide costs savings in its development, delivery and usage as only existing human and technological resources will be engaged within their working hours and paid as part of their regular salary. A modest estimate of \$3500 with \$2500 reserved for any

additional licensing renewal, upgrade or other technological purposes not accounted for in extant departmental operations expenses, and \$1000 for potential communications related expenses. This approach enables the author to address any perceivable cost increases (BC Campus, 2021) as part of the Plan.

Assumptions

The adaptive change represented by the problem of practice invites a process of continuous discovery and innovation (Mento, et al., 2002; Park & Donahue, 2018). Novelty and continuity are considered essential for positive growth (Cropley & Cropley, 2015). In spite of its theoretical support, the conceptual framework the author presents has not previously been attempted in practice at the firm. Consequently, the managers may experience fear of the unknown. This lack of familiarity represents uncertainty which can cause individuals to hesitate before investing in a new approach (Lickerman, 2010). Additionally, it is noted that a lack of resistance does not necessarily denote enthusiasm among managers (van den Heuvel, 2016). Furthermore, the author assumes that feelings of fear manifesting in distrust or uncertainty can exist as part of their change readiness. These dispositions can affect the perceptions of change readiness among the managers leading up to the implementation of the Plan (Cawsey et al., 2016). By incorporating experiential learning as part of their adaptive work, the author can support a transparent and successful learning process within the VUCA environment (Bunker et al., 2012). It is believed that the roles of change agent and coach enable the author to establish trust, building relationships and offer encouragement with consistent messaging.

Supportive Participation

The Plan also assumes a level of active, willing engagement among its VPs to support the overall change initiative, manager participation and engagement in adaptive work. The author

recognizes that Prosper is ready for change. Accordingly, the desired levels of participation by the managers and their leaders are achievable. The assumptions accompanying their participation include entrusting VPs to cascade communications both verbally and electronically to the managers who report to them, as well as to charismatically share their past learnings in support of increasing the capacity for change (Cawsey et al., 2016) and additional verbal encouragement to the managers as needed. Whereas collaboration increases the likelihood of success (Koenig, 2018), a similar assumption of participation is extended to the managers such that they will follow the direction provided by their VPs to engage with the online resources and attend the virtual sessions that will be provided as part of the EILS solution. It is also assumed that managers will develop an appreciation of the EILS as an engaging and beneficial opportunity and not view it as a burden to their time or management practice following the completion of the workshops.

Limitations

While taking actions to resolve the problem of practice is a priority for the Plan and the OIP overall, it is not the primary goal for the organization. This positioning, as well as the focus on the up-front qualitative engagement and growth which the EILS solution presents, is in vast contrast to the type of goal toward which Prosper, and its executive leaders are familiar. In contrast to the data driven innovations which are more common, the EILS solution is oriented in questioning and decision making in the absence of an analytically data driven assessment (Muskett, 2019). The EILS solution is not a typical quantitatively measurable sales or monetary goal with which the organization usually aligns its priorities. This aspect may limit the initial understanding of the value it can bring to Prosper at the present time. Consequently, unless leadership development is prioritized, the organization may experience a slower development

and evolution of its internal competitive advantage. In other words, when organizational development at the managerial level is viewed as a tool for increasing strength or creating added value for the firm (Meyer & Meijers, 2018), its potential can be fully realized. In addition to this limitation, each phase of the Plan represents perceivable limitations. Each limitation serves to inform the author as to where extra attention or care will be needed when planning and executing the Plan with their stakeholders.

Limitation in Phase 1

Unpredictable business needs present a key limitation for the first phase of the Plan. In not knowing what type of challenge may arise, there is a need to be prepared to modify the timing of the communication, delay the launch of the plan, or adapt communication avenues to accommodate what will be possible at the time. As part of this limitation, the paradox of innovation can present new opportunity while simultaneously causing conflict in priorities or perspectives (Cropley & Cropley, 2015).

Limitation in Phase 2

Organizational performance review and tax seasons generally occurring between February to April are perceived to limit the availability of the managers as participants in the sessions during the last part of the fiscal calendar year. Recognizing that participation may be affected, the timing and structure of the sessions may need to be refined. Additionally, a gap in perceived importance of participating in leadership development activities may exist among the managers who report to VPs with highly transactional leadership practices. Pre-workshop dialogues between the author, VPs and managers may strengthen extant psychological contracts (van den Heuvel et al., 2016) and perceived engagement (Han et al., 2016) toward the change. The author anticipates that as synergy increases among the managers, their mutual desire to solve

problems (Koe, 2018) will increase and this will lead to creative ways to manage conflicting priorities in the future.

Limitation in Phase 3

Reticence from the managers to provide constructive feedback for program improvement purposes is a possible limitation in the third phase. Awareness of this potential reluctance suggests that alternative means to solicit feedback from the managers may be required. This reservation is supported by the comfort managers can feel in their current approaches despite the VUCA environment around them (Bunker et al., 2012).

Limitation in Phase 4

The ability to control the speed of adaptation among the managers as they embark on their leadership journey, or a presence of negative response toward the EILS solution, represents a behavioural limitation in the Plan. This limitation can manifest in both motivation and interpersonal factors of innovation (Cropley & Cropley, 2015) for which change leader, HR, and VPs will benefit from having improved a variety of interpersonal skills which they can work on with the managers as part of leadership development.

In sum, the adoption of interventions can be challenging (Timmings et al., 2016), especially when the change is an adaptive challenge or change, i.e. non-linear in nature (Banerjee & Erçetin, 2015). This section has presented a disaggregated explanation of the change implementation plan along with a reflective critique focusing on strengths, assumptions and limitations present in the Plan. The contextualization of the evolutionary elements empowers a balance between specificity and flexibility (Mento et al., 2002) in the Plan. As the leader of the change process this balance engages the author in supporting the firm in the initiation of a consistent leadership development approach in support of the VUCA environment. In turn, the

author can measure, assess, and iterate the Plan throughout the change process as it becomes informed and shaped by feedback, as discussed in the next section.

Change Process Monitoring and Evaluation

Progress is defined as a change from the current state toward the desired future state. The change which the author presents in the EILS solution engages the managers at Prosper in the evolution of their management approach through a postmodern perspective. The perspective the author presents values collaboration for innovation and rethinking current roles (Chia, 2003; Schultz, 1992). Through the EILS, the author seeks to orient managers toward establishing adaptive leadership practices that are increasingly flexible, collaborative, and generally non-linear in their orientation. These management practices are seen as innovative ways to add value and vitality to the firm in support of a healthy organization (Lowe, 2010) within the modern VUCA environment. Additionally, the author will achieve the change process through monitoring and evaluation using a combination of informed contextual flexibility and project management tools. The combined resources have been selected to maintain awareness among the respective stakeholders at Prosper of the success, delays and opportunities for iteration of the Plan. The author is looking to work within the means of the Plan and maintain efficiency for changes resulting from feedback as part of their innovative approach. Accordingly, the monitoring and evaluation of the Plan does not invite the traditional Plan, Do, Step, Act (PDSA) (Connelly, 2021; Reed & Card, 2016) modality for its progression. Instead, it presents an approach that enables continuous iteration which allows the project team to identify if and how goals of the Plan have been met along with the achievement of desired adaptive outcomes of the EILS solution by the managers.

Engaging the ADDIE Model of Instructional Design

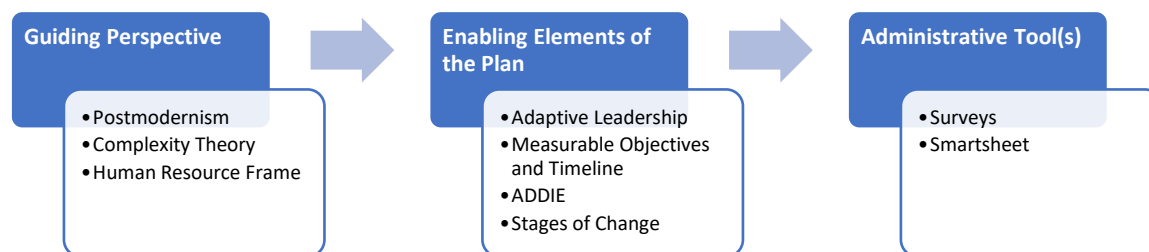
The PDSA approach is recognized as oversimplifying the additional details and tools that can be required to carry out each of its stages at the outset (Reed & Card, 2016). This gap can complicate planning efforts in areas of time and resources. Hence, the approach the author presents in the Plan represent measurable objectives for individuals and activities, and appreciates the ADDIE instructional design model for analysis, design, development, iteration, and evaluation (Morrison et al., 2011). In using ADDIE, the author engages a method of structuring materials and communications for delivery to the managers along with a built-in flexibility that will allow a consistent, repeatable process for its implementation. The Plan can also be adapted as needed to meet business needs without additional resources or a need to rely on the vague direction PDSA can represent for complex situations (Reed & Card, 2016).

Informed Flexibility

Change represents multiple dimensions of social and situational symptoms and activities which can make it increasingly challenging to track success in a traditional manner (Heifetz, 2019; Heifetz et al., 2009). Accordingly, the author will engage measurable objectives, a timeline and a project management tracking tool to enable the recording, updating and sharing of project and process progress and feedback to support monitoring and evaluating the change process. The author has developed and presents Figure 6: Contributing Elements for Monitoring & Evaluation of the Plan to illustrate how their guiding perspective informs and connects to the commingling elements the Plan.

Figure 6

Contributing Elements for Monitoring & Evaluation of the Plan



Note. This figure illustrates the connections between the leadership approaches, design and theoretical elements and tools that will inform the Plan.

In Figure 6, the author utilizes the first box in the diagram to list their leadership approaches and organizational frame. It is their engagement of postmodernism that enables complexity leadership theory, within which adaptive leadership has a significant role in the process. By constructing and delivering the EILS solution as an innovative opportunity for expanding traditional management approaches in the firm, the author is supported in presenting a fluid, flexible yet guided, methodology for enactment. Accordingly, the author focuses their approach on supporting the evolution of management behaviour and participation in the change. Furthermore, as the power of sharing information and expertise in solving problems enables growth and survival (Bolman & Deal, 2017) using the ADDIE model can strengthen the alignment between the organization and its employees. The middle box in Figure 6 captures the commingling of adaptive leadership, ADDIE, and the Stages of Change (Schein, 2017). It is these action-oriented elements that inform the author in developing the measurable objectives of the Plan in a sequential order which, when applied to a timeline, can guide the progression and development of the EILS solution and activities. Together, the measurable outcomes and activities become inputs into the administrative tools. Subsequently the author and their project team will use these inputs to observe, track and iterate the Plan to suit the needs of the firm. In the context of the VUCA environment, the author recognizes these elements also represent a

contextual ambiguity (Havermans et al., 2015), which allow the Plan an informed flexibility through which the firm can begin to work with the volatility, ambiguity, complexity and uncertainty of the internal and external factors as part of the change process and its overall business operations.

Dissemination of the Enabling Elements

In leveraging the fluid interdependence that emerges between elements coexisting in complexity leadership theory, the author can support Prosper in the facilitation and delivery of the EILS solution as a starting point for influencing a continuous leadership approach and strategy across the firm. By working with the managers to increase their behavioural and environmental awareness, the author can champion the change while contributing to the development of the environmental conditions and needed for emergence (Geer-Frazier, 2014; Marion, 2008). More specifically, by learning and applying the six principles of adaptive leadership (Heifetz & Laurie, 1997; Northouse, 2019) as outlined in Chapter 2, the author can influence the progressive shift of transactional to more relational and skills-based relationships with stakeholders as an agent of change. The application of which can then be recorded in evaluations and feedback from the managers about their experience during and after the implementation of the Plan and virtual sessions. Also, as feedback from the project team can be noted accordingly for the tasks and activities completed as part of the Plan, the author is supported in engaging the principles of adaptive leadership to help define the measurable objectives of the Plan, starting with the first stage of change: creating motivation & readiness for change (Cawsey et al., 2016; Schein, 2017). Consequently, this approach prepares the activities for the first phase of the Plan. The author has aligned the activities to the timeline by which they can be monitored, and, by their wording, become the objects for evaluation.

The success of each phase will be informed from survey results and general feedback upon the completion of the activities, observed progress and perceptions of the change process which will be recorded in the project management tool. Surveys will be web-based, and voluntary (Creswell & Creswell, 2018), with the results stored in a password-protected firm-approved site to which only the author and members of their department have access. Therefore, at the end of the first phase, when the tracking of the project and its feedback indicates the communication was consistent in verbiage, interpretation and timing, the phase can be considered complete. Its quality and success will be dependent on the feedback the author and project team receive. All feedback can be applied toward iterative changes that can benefit the Plan in the second or future phases. Considerations for future change projects can also be noted.

Moving forward, the author can monitor and evaluate subsequent phases of the Plan utilizing the same methodology or approach they apply to the first phase (see Appendix I). Upon the completion of each phase, the author can review the timeline and analyze the feedback to see if and how goals and priorities have been met. The author can also use the feedback iteratively, both toward refinements in an upcoming phase and all together to inform future change plans for the firm. This open and deliberate circling of communication supports the author in establishing continuous feedback loops (Esade & McKelvey, 2010) to understand and improve the experience of managers during the change process. Furthermore, the collection of feedback throughout the phases, including individual experiences and impressions of the overall project, will inform a summative evaluation of the Plan. The author can present this summary to the senior leaders of the firm as part of the Plan's completion of the implementation and the project itself (Prosci, 2020). Altogether, the monitoring and evaluation of the Plan will inform the author and

interested stakeholders of the progress, overall experience of the participants as well as the successes, challenges, delays and suggestions for improvement throughout the change process.

Tracking Progress

The author will administer the progress tracking of the Plan using a project tracking software program such as Smartsheet (Smartsheet, 2019). Essentially, Smartsheet is a program which enables a dynamic spreadsheet to be created for the display and tracking of project goals, objectives and supporting activities for each phase of the Plan. This application gives the author the flexibility to employ timelines and indicate the status of each activity with visual indicators and percentage values in alignment with the timelines. Comments which will inform the author and interested stakeholders of factors that contributed, delayed or disabled its success at regular intervals can also be added into the same Smartsheet.

The engagement of a Smartsheet will enable a visible and transparent workflow for the project team so that they know when it is their turn to complete an activity and by when. Smartsheet allows stakeholders to view the Plan in a Gantt chart, calendar, or card view (Smartsheet, 2019), thus appealing to diverse learning styles. The viewing features of Smartsheet extend to reporting features and dashboards for project tracking and monitoring which allow anyone to clearly see how the project is advancing throughout the implementation process. Together, these dynamic elements of the Smartsheet allow the monitoring and evaluating of the Plan to be diverse and flexible (Estrella & Campilan, 2000), which the author views as beneficial within a complex environment.

Additionally, with the dynamic ability of Smartsheet to structure the phases of the Plan, the author can also utilize the application to record, monitor and evaluate the stages of the ADDIE instructional design model as the online components of the EILS solution are developed.

The data collected by the project team will inform the project manager and stakeholders how and when the following elements, identified as measurable outcomes from the Plan by the author, were achieved and experienced by the stakeholders:

- individual phases of the Plan
- goals and priorities of the Plan
- the ADDIE instructional design process for resource development
- virtual and coaching sessions
- engagement with EILS online resources
- application of each of the six principles of adaptive leadership
- the Plan as an approach to change management at the firm
- the change process overall

This approach to project management can also support the author in providing their stakeholders with clarity around what will be measured, alongside an awareness of how the inputs will be gathered, monitored and evaluated (Estrela & Campilan, 2000). The progress of each activity will be recorded. Project team members can add comments to further inform the project manager of factors that have contributed, delayed or disabled the completion of activities at regular intervals (Smartsheet, 2019). Along with this continuous communication, the author views innovation as the connective element of the Plan, as it can connect the Plan with action and measurable outcomes (Cropley & Cropley, 2015).

Surveys

In addition to the Smartsheet application, the monitoring and evaluation of the Plan will also be informed by voluntary surveys. Surveys will be distributed at regular intervals throughout the project by the author to the managers as well as to the project team and the employees who

report to the managers. The feedback surveys will not be elaborate. The surveys will be qualitative and developed by the author to invite direct, reflective input on observable variables (Creswell & Creswell, 2018) from the recipients of change. The surveys will be distributed to the managers following the virtual sessions and to the project team toward the end of each phase. Survey questions will focus on the experience of the change and process, the perceived value of the training sessions, application of the learning, levels of engagement with the EILS solution as applicable. Surveys administered to the employees who report to the managers will invite their perspective as additional recipients of change (Cawsey et al., 2016) on any noticeable changes to their manager's approach at 6- and 12-month intervals in alignment with the firm's Performance Review Cycle. Aside from a summation of feedback to the executive, individual feedback received in the surveys will remain confidential to the author as instructional designer and project manager. This confidentiality will support the author in managing any sensitive feedback (Creswell & Creswell, 2018) that may be provided while allowing individuals to express their opinions and beliefs toward the change (Cawsey, et al., 2016). With respect to collecting and storing the results of the surveys, the survey tool is already in use within the firm and personally identifiable information is not being collected. Finally, while confidentially will be administered, each survey can be deleted following a high-level extraction of its results in support of minimizing the connection between respondents and their responses (Creswell & Creswell, 2018).

Informed Monitoring

The ascribed approach to the monitoring and evaluation of the Plan presents an organized method for recording feedback and project progression. The author will present resultant iterations to the Plan as informed from the feedback to the executive sponsor of the EILS

solution and their peers, along with recommendations for adaptations in monthly progress meetings. This feedback will be defined in the Matrix that supplements the Plan in the following section of this chapter. Interestingly, while the recording of the Plan in a Smartsheet will provide the author an orderly and visible way to guide and track progress, it allows the components of the Plan to remain flexible and iterative. Hence, the author's Plan for the EILS solution will be able to withstand delays in participation by stakeholders who are simultaneously responsible for managing their employees and actively responding to the multifaceted operational needs of the business. To this end, the author can further leverage the practice of adaptive leadership to diagnose problems and facilitate action toward solutions (Guillaume-Koene, 2017; Northouse, 2019). For example, the author can incorporate best practices in the online components of the EILS solution for managers without needing to attend a virtual session prior to engaging with the resources independently or discussing them with their peers.

In turn, the EILS solution, the Plan, and its monitoring and evaluation embody the requisite iterative flexibility that the VUCA environment demands while supporting a logical pathway for continuous improvement and enhanced well-being for the organization. All interested stakeholders will be able to view the Plan and its progress on the corporate intranet and stay informed as part of the plan to communicate the need for change and the change process outlined in the next section.

Plan to Communicate the Need for Change and the Change Process

The Plan, identified at the start of this chapter, describes the goals, and lists the actions in measurable objectives, which are organized in a timeline through which the author can guide the implementation and development of the EILS solution at the firm. The monitoring and evaluation of the change process will inform the project team of the successes, delays, and

opportunities for iterations of the Plan and change project itself. The project team along with the managers and other interested stakeholders across the firm will be provided with the ability to view the Smartsheet for the Plan. This will allow them to follow and participate in the progress of the implementation throughout each phase as they engage with the principles of adaptive leadership in practice and build their own experience. The openness also allows the author to influence the psychological contract between stakeholders and their attitudes toward change (van den Heuvel et al., 2016) as they develop the EILS solution. Furthermore, the openness and flexibility make it possible for the author to demonstrate how their postmodern perspective enables a strategy which focuses on promise and innovation (Esade & McKelvey, 2010).

To further the inclusion of stakeholders and enable an environment and process of adaptation (Esade & McKelvey, 2010; Vrdoljak & Borovac, 2017), the author has developed a matrix for communications, i.e. the Matrix which will guide the messaging for each of the four phases of the Plan (see Appendix J). Adapted from a communication plan template, the author utilizes the Matrix to identify key contributing elements for the effective communication of a project (Wyatt 2020) and outlines the activities for communication as they would occur for each phase of the Plan in a methodological progression of activities. The respective types of communication in the Matrix are identified in the column labelled 'medium for the message'. Accordingly, as the project manager, the author can support the consistency and customization of the details of the Plan itself, which will be communicated to the various audiences across the organization. This communication supports the coordination of organizational elements which the author can influence as part of their adaptive work with the managers to evolve their management approaches as part of the competitive advantage for Prosper (Vrdoljak & Borovac, 2017) that the EILS solution represents over time.

In a similar style as they utilized in the Plan, the author first identifies each phase of the Plan that the Matrix supplements along with its respective goal (see Appendix J). The inclusion of the goals guides the project team members in the direction toward which the language of each communication needs to be oriented in its message for its respective phase. Following each goal are columns wherein the author has listed each item of communication. The items include target release dates and recipients, the medium for the message, points to include in the message itself and the communicator of the message, respectively. The Matrix provides direction for the project team while allowing some flexibility as to the length and detail of each message. Included in this flexibility is the ability for the author to shorten deadlines to prioritize completion (Ballard et al., 2018) as appropriate. The intention of this flexibility is to appreciate and engage a variety of learning modalities while generating a unified effort for issuing the communications as part of a shared objective among the team (Northouse, 2019).

Additionally, the Matrix, while defining the communications plan to the project team also contributes to shaping an identity for the EILS solution. Through its output, the Matrix encourages emergence when the project team is working together effectively. Through a gradual showing of semiotic continuity in messaging and aesthetic, stakeholders will begin to recognize and connect with the language of change, and the value the change can bring to them both individually and collectively as engaged employees at the firm. Furthermore, the Matrix will influence a continuous and steady messaging that will help reinforce an almost instinctive connection and adaptation of behaviours among the managers as their familiarity with the EILS solution increases over time. As a result, the value of the custom communications can begin to resonate with the managers at cognitive, affective, and behavioural levels. This approach demonstrates how the author can influence the sensemaking experience, and behavioural change

through internal communication (Manuti et al., 2016). The added benefit of which is represented in the collectively positive change experience which considers the emotions of the stakeholders toward the change (van den Heuvel, 2016) and evokes synergy (Koe, 2018) among them as part of the Plan, which the author can support with the continuous engagement of their model for leading the change process (Figure 2).

Custom Communications

The introduction of the EILS solution by the author will engage stakeholders through both synchronous and asynchronous communication. Where messages such as announcements, invitations to meetings, recording progress and iterations of the plan in the project management tool, as well as any items that are not expressed in a ‘live’ setting, represent asynchronous communication, the ‘live’ messages are synchronous (Wiley et al., 2020; Wyatt, 2020). Examples of synchronous communication from the Matrix include virtual meetings, online conferences, and coaching conversations through which the project manager and representatives of the project team, or Executive will engage directly with managers and employees. The Matrix also allows communications to be tailored to engage or resonate best with the groupings of executive members of the firm, the managers as participants in the change and the project team.

Executive Level Communication

The term ‘Executives’ is utilized by the author to represent the collective roles of senior leadership and the senior leaders of the firm in their implementation and communications plans. In the Plan and Matrix, the author makes this distinction where the roles are known while reserving the general term ‘Executive’ for group level engagement. Informed by previous experience in communicating with Executives at the firm, the author recognizes that Executives tend to prefer high level descriptions whereby project team members must be able to answer

questions and supplement the high-level descriptions of the plans they present with adequate detail when asked. Communication to the Executive will thus include a prospectus of the progression of the project overall, summaries of successes, feedback and alternatives for challenges and recommendations for iterations.

In contrast, when the Executive communicate to the managers and employees, they include contextual details which inform the recipients of the firm's perspective, interests and priorities along with any requisite collective activity that will be needed (Klein, 2020). For the Plan and Matrix, this presents an opportunity for the Executive to emphasize the need for change as without it the firm will be placed at a significant competitive disadvantage. Accordingly, the Executive can inform the employees with detailed explanations of the negative reputational and operational fallout that would be caused by change not taking place. For instance, the Executive may communicate how the firm's organizational strength and well-being will weaken by employees not developing the cognitive abilities and behavioural approaches (Seah et al., 2014) needed to support the firm's response to the growing adaptive challenges of their VUCA environment (Bennet & Lemoine, 2014; Sequeira, 2019).

As the EILS solution is new, this approach supports the author in enabling learning from experience along with informed communications which furthers the VUCA-required ability for organizations to continuously adapt (Bunker et al., 2012).

Manager Level Communication

Managers, in contrast to the Executive, are also more likely to look for a direct correlation to what they can interpret as important (van den Heuvel, 2016). They will seek actions they can take and look for what the organization specifically needs from them, then assess how they can participate or support the cause. Overall, the messages the author will

arrange for the managers will include more detail than that which the project team will provide to the Executive. Another area of customized messaging for the managers will be within the virtual sessions and coaching provided to them by the author as instructional designer, facilitator and coach. These group and individual communications will, as indicated in the Matrix (see Appendix J), begin with an emphasis on the reason for the change and significance of not changing along with the advantages the EILS solution will provide. The messages the author enables can support a compassionate instead of compliant exchange, which is increasingly popular approach in leadership development (Iordanoglou, 2018). Accordingly, by leveraging communication as a resource, the author can contribute to the adaptive repertoire and mutual interactions (Elkington & Booysen, 2015; Murthy & Murthy, 2013) that will support the managers in developing their knowledge, experience and language of opportunity and innovation as part of their adaptive change. Furthermore, this enabling function also helps the author anticipate and collectively problem solve challenges introduced as part of the change process as encouraged by complexity leadership approaches (Elkington & Booysen, 2015; Uhl-Bien & Arena, 2018).

Project Team Level Communication

The third group toward which communications will be customized is the project team. Unlike the Executive and managers, the project team will be working intimately with the Plan. As they will have a shared responsibility in enabling its delivery and task achievement, the author recognizes that this team's level of familiarity with the Plan will be intimate and detailed. In turn, the author can engage their team with their own methods of communication (Vrdoljak & Borovac, 2017) to connect somewhat less formally and more spontaneously than the messages exchanged with the Executive and managers. Furthermore, the Matrix also considers the

psychological engagement that can affect the value or importance employees place on their leaders.

Psychological Engagement

Through the engagement of the results from the organizational readiness for change assessment, and with consideration of the eight organizational change capacities that outline the adaptive opportunities for adaptive work (Heckmann et al., 2015) from the previous chapter, the author in the role of change agent will commit to building trust, engagement, and accountability between stakeholders and the EILS solution. By recognizing and working with the three Stages of Change (Schein, 2017), the author recognizes the situational and social symptoms (see Appendix H) that these stakeholders can experience as part of the implementation of change and the change process. In turn, the author will leverage their own interpersonal skills to support a gentle forward momentum with the stakeholders. This approach augments the openness to feedback, promise of iteration and collaboration outlined in the Plan. The opportunity to authentically engage the managers enables the author and the project team to employ high levels of emotional intelligence to respond to managers in a way that supports a positive outlook (Cooper, 2018) toward the plan. Subsequently, the author can continue to build trust (Kouzes & Posner, 2012) as part of the emergent leadership practice. The exchange of trust represents an opportunity to further the understanding of the need for change among employees as a benefit to the organization, which can influence positive attitudes and actions toward change (Holt et al., 2009; Timmings, 2016). This approach also supports the author in the navigation of underlying volatilities that can exist between employees and the firm as part of the change process. Consequently, the author can communicate the Plan in a way that promotes feelings of fairness and positive responses of individual and groups toward change (van den Heuvel, 2016) without

discounting the negatives (Chiu et al., 2018). The value of clear and consistent communication throughout the change process cannot be underestimated (Geisler, 2019) as it can further or work against the desired outcome of the Plan.

Strategy for Communicating the Need for Change

Lastly, in order to further support all stakeholders of the EILS solution in developing a deeper sense of the value and legitimacy (Cawsey et al., 2016) of their participation in the Plan, the author will include a diagram which frames the operational advantages the solution can bring to the firm. As a contributing artifact for the Plan, Figure 7: Stakeholder Influence Strategy Map (The Map) for the EILS solution, presents a visual representation of how people, process and action can influence one another in the enablement of progressive contributions to the firm as part of the EILS solution.

Figure 7

Stakeholder Influence Strategy Map for the EILS Solution



Note. This figure identifies the four areas which influence the financial success and competitive advantage the EILS solution can bring to the firm.

Adapted from the architecture utilized by Kaplan and Norton (2008) as exemplars in their field for their strategic frameworks, the Map recognizes the potential strengths of the interconnected elements which support implementing a business strategy (Hu et al., 2017). For Prosper, these connections represent a complex adaptive system that appreciates a network with feedback loops that can affect decision making (Hu et al., 2017). Also, as CAS are complex, the author needs to deepen the firm's appreciation of the continuous advantage represented in the integrated approach (Faulkner et al., 2013) being presented by the EILS solution. In particular, the advantages that the EILS solution can provide the firm's managers and the organization beyond a traditional, linear and often financial perspective (Cawsey et al., 2016). For instance, in Figure 7, progressing clockwise through the segments connecting to the EILS solution at the center of the diagram, the financial component at the top of the diagram represents the cost savings to the firm. Savings in cost is understood to be an outcome of the increased productivity and efficiency in customer interactions and problem solving that the EILS solution can foster. The second segment represents the 'Business Processes' which are the administrative elements and industry standard practices. These processes provide governance and guidelines to the firm about which training, enrollment, tracking and participation needs to occur from operational and regulatory perspectives. The third segment is 'Learning and Growth,' which represents the application of training, engagement and perspective that can be developed among employees as part of their experience in the Plan. It is within this third segment that the author can directly influence the sense of urgency the managers perceive and demonstrate toward the change. By

communicating the change in a way that connects with the hearts and minds of the managers, the author can recognize the managers are centrally positioned to affect system-wide success and achievement of the firm (Sobratee & Bodhanya, 2018). In doing so, the author can foster the growth of the competitive capacity (Kotter, 2012) of their stakeholders to continuously overcome VUCA challenges (Sobratee & Bodhanya, 2018) as active participants in the change process. The fourth segment represents the managers as the customers of the solution.

In essence, the Map illustrates the leadership actions of the author that enable the relationship building that influences execution (Kouzes & Posner, 2012). Furthermore, the Map also provides a visual aid for illustrating the network dynamic of interconnected elements with the CAS of Prosper. It is within this CAS that the author, along with their stakeholders, can collaborate and influence the climate that is needed to support adaptive leadership along with the exchanges that are needed to evolve the interpersonal relationships within the firm (Northouse, 2019; Schein & Schein, 2018).

Altogether, the trifacta combination of the Plan, the Matrix and the Map provide the author with the tools to guide a holistic, balanced awareness of the operational interests and opportunities for their stakeholders as part of the change implementation, evaluation and communications. Additionally, the tools inform the author of the perspectives from which the cognitive, behavioural and affective relationship with the EILS solution and the managers can be strengthened. As a result of these enabling resources the author can engage administrative, adaptive, and enabling leadership activities within the firm to influence sensemaking (Schein & Schein, 2018; Weick, 1995). Moreover, the author will affect a flexible leadership development strategy which engages the managers in the activities of adaptive leadership and an

organizational ambidexterity (Harraf et al., 2015; Havermans et al., 2015) that is appropriate to the modern VUCA environment.

Chapter 3: Conclusion

This chapter has presented the plan for implementing change by outlining the strategy along with its goals and priorities for each stage of the Plan. The Plan has been connected to the Stages of Change (Schein, 2017) to better orient the phases with the process of change and experience through which the managers at the firm will share as part of the EILS solution. In connecting the proposed solution of the EILS to address the problem of practice, the author engages their stakeholders in tandem with the resources and activities that need to occur to deliver on the Plan. This supports the need for increased management innovation at organizational and operational levels of the firm as part of a VUCA dynamic (Millar et al., 2018). The change monitoring and evaluation processes will be utilized by the author to connect the Plan with complexity and adaptive leadership in support of a cooperative, innovative practice of organizational adaptivity (Uhl-Bien & Arena, 2018) rooted in the postmodern paradigm. Finally, the Matrix summarizes the planned approach the author will engage to build awareness of the need for change within the organization along with considerations of its delivery for relevant audience. The next steps and future considerations for the EILS solution at the firm will be presented in the next section along with the OIP conclusion.

OIP Conclusion with Next Steps and Future Considerations

The EILS solution represents an integrated option through which the author can enable an innovative opportunity for the firm and its managers to establish a progressive, continuous leadership development approach for the firm. The selected solution includes the ability for the author to support the evolution of traditional management approaches by incorporating synchronous and asynchronous learning opportunities to build higher-order skills and behaviours with built-in flexibility that appreciate the modern, VUCA environment (Castillo & Trinh, 2019; Hall & Rowland, 2016). Following the implementation of the EILS solution, the managers will continue to have access to the online courses and resources developed as part of the online Resource Centre. This provides a continuous opportunity for the author to further their adaptive work and that of the managers in subsequent training and coaching sessions for managers who are new to the firm, or new in their roles as leaders need to be able to work with adaptive challenges and enable extraordinary possibilities among their followers (Kouzes & Posner, 2012) in complement to the extant operating structure of the firm.

As the Program that develops from the EILS solution becomes a familiar, recurring part of the fabric that represents leadership development for managers at Prosper as a competitive advantage and sustainable organizational success (Lowe, 2010). The author anticipates the potential for a second level of the Program which can be developed to further engage managers with learning more about the subtleties of effectively applying adaptive leadership with their teams and developing an inclusive management style with a focus on the soft or interpersonal skills of self-awareness and emotional intelligence (Abidi, 2018; Lowe, 2010) as success factors in the VUCA environment. In providing additional consideration to the employees who report to the managers engaged in the initial EILS solution, the author can arrange a series of custom

workshops and resources for this group. Through this additional provision of leadership development for the employees, the author can continuously evolve the resources and activities that support a continuous leadership approach across the firm. Moreover, organizational change readiness among employees can be furthered with continuous and collaborative leader-follower exchanges (Katsaros et al., 2020).

Future considerations or direction for study can also leverage the perspective of organizational culture as an organism which can grow and prosper in response to the responsibility or duty of care exercised toward it by its members (Kouzes & Posner, 2012; Lowe, 2010; Muls et al., 2015). The interconnectivity between the employees, their environment and resulting impact on organizational health as described in the literature (Muls et al., 2015) suggests there is opportunity to study the environmental (business) impact of the outcomes of the OIP. This can include studying the perceived impact that the shift from transactional to more relational and adaptive manager-employee relationship has on overall organizational performance following the implementation of the Plan.

Additionally, when viewed as a resource that addresses employee motivation and engagement in a VUCA environment, Prouska et al. (2016) identifies organizations being the most successful when their total rewards strategy includes both financial and non-financial or relational and communal (Prouska et al., 2016) elements. Through the inclusion of non-financial rewards presents a potential opportunity investigate the inclusion of leadership development strategies and the participation of employees in these solutions as part of a bonus structure or in contrast, a non-financial engagement incentive which challenges traditional compensation programs (Prouska, et al., 2016) which strategically provides compensation with increasing intrinsic reward.

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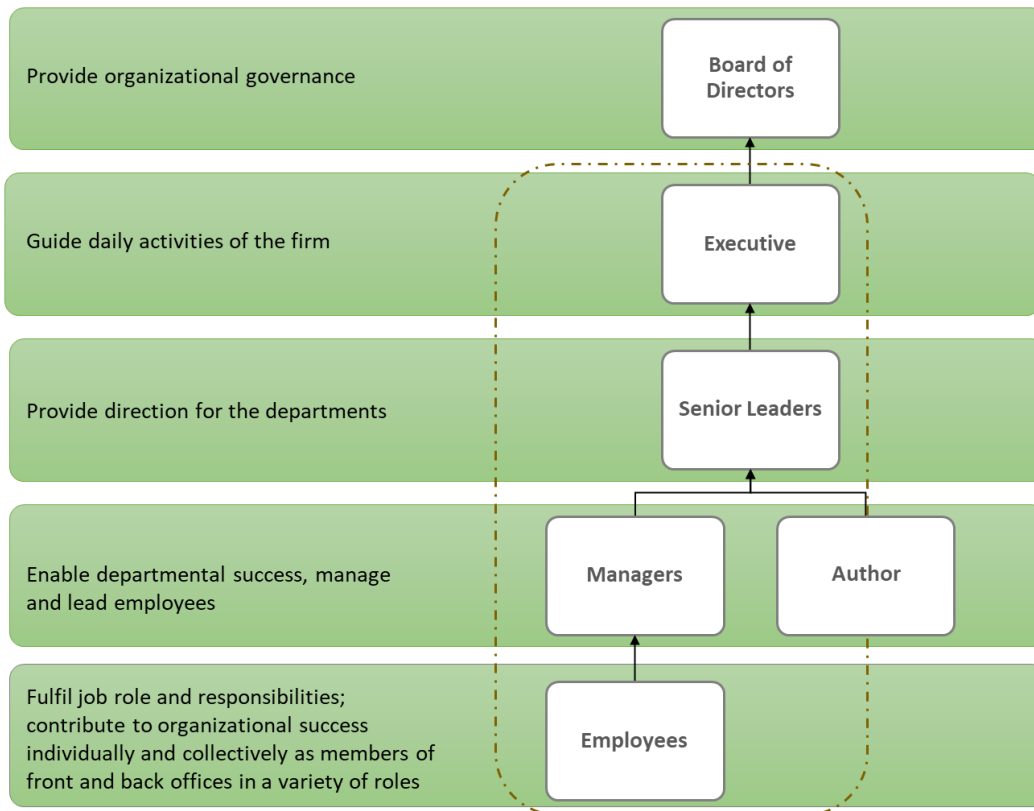
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Appendix A: Organizational Structure



Appendix A. Developed by the author to illustrate the hierarchical reporting structure along with roles and responsibilities. The series of labelled boxes identifying the organizational roles are shown on the right side of the diagram. The arrows connecting the roles denote the ascending order of the reporting lines from employees upward to the board of directors on the right side of the diagram. A summary of the responsibilities of roles at each level in the hierarchy is presented on the left. The dotted line circling the roles of the Executive, Senior Leaders, Managers and Employees represents the extent of the agency and roles held by the author.

Appendix B: Sample of Leader-Driven Approaches

Classical Leadership Approach	Description of Outcome <i>“The approach enables leaders to ...”</i>
Skills–Based Model of Organizational Leadership	Recognize their skills as the driving factor in how they articulate the overarching goal and needs of their organization to employees, work effectively with others, solve problems, exercise social justice and learn from experience (Mumford et al., 2000; Northouse, 2019).
Behavioural Approach	Connect with their employees through a balance of task and relationship building behaviours to enable success among their employees (Blake & Mouton, 1980; Northouse, 2019; Riggio, 2017).
Situational Approach	Determine and provide an appropriate level of direction, support or guidance to employees in response to individual levels of ability, confidence and potential toward an activity or in each situation (Hersey et al., 1976; Irgens, 1995; Northouse, 2019).
Path–Goal Theory	Actively support their employees in the achievement of the tasks by influencing the environment and rewarding the for their success (House, 1996; Northouse, 2019).

Appendix B. Developed by the author from a synthesis of leadership approaches presented in *Leadership* (Northouse, 2019) to provide a high-level appreciation of leadership approaches representing a leader-follower dynamic in which the leader provides guidance or direction to the follower in support of information or goals achievement.

Appendix C: Sample of Partnered Leadership Approaches

Partnered Leadership Approach	Description of Outcome <i>“The approach enables leaders to ...”</i>
Leader-Team/Member Exchange Theory	Identify the individual qualities of employees through which they can engage, foster connections, knowledge-share and consult their employees and others in a moderately exclusive partnership. Friedrich et al., 2016).
Transformational Leadership	Build trust with followers by inspiring strategic thinking while engaging in actions and behaviors that supports both individual and organizational growth and achievement (Crewes et al., 2019; Park et al., 2018).
Adaptive Leadership	Embrace new ideas, strengthen connection and community between themselves and their followers in decentralized social exchange (DeRue, 2011; Jasper, 2018).

Appendix C. Developed by the author from a synthesis of leadership approaches presented in *Leadership* (Northouse, 2019) to provide a high-level appreciation of leadership approaches representing a duality wherein the leader and follower partner in the achievement of the outcome. In comparison to the approaches listed in Appendix B, the approaches listed in Appendix B denote the presence of a dynamic that encourages relationship building and collaboration. These approaches align with the rich complexity and uncertainty of the modern era with their engagement of collaborative behaviours. Accordingly, the leaders and followers engage in mutually beneficial, cognitive and socially inclusive, relationships which encourages flexibility in leadership style, while fostering individual growth, learning and feedback (Friedrich et al., 2016; Yukl, 2010) valued within the modern, VUCA environment.

Appendix D: Eight Dimensions of the Organizational Change Capacity OCC

OCC Dimension	Description of the Dimension
1. Trustworthy leadership	The quality of an individual who is believed to be competent and someone with whom others are confident to engage and receive guidance or direction (Judge, 2011).
2. Trusting followers	Individuals who partner with leaders as a result of the trust the leader has developed with them as part of their professional relationship (Judge, 2011; Kouzes & Posner, 2012).
3. Capable champions	Individuals, such as middle managers, who demonstrate accountability toward change by adopting and influencing progress without being directed to do so by individuals with authority over them in the organization (Judge, 2011).
4. Involved mid-management,	Middle managers who are actively engaged and collaborating with others in support of change and organizational development. Their roles may include supporting, listening, planning as well as providing stability to employees throughout the change process (Judge, 2011).
5. Innovative culture	The ability of employees to collaboratively pursue and develop new ideas, products and solutions in support of organizational well-being and survival (Judge, 2011).
6. Accountable culture	The demonstration of obligation or willingness among employees to be responsible for their actions (Judge, 2011) individually and collectively as members of the organization.
7. Effective communication	The communication systems within which transmissions of messages between senders and receivers are direct and clearly expressed such that stakeholders clearly understand their messages (Judge, 2011).
8. Systems thinking	A way of thinking that appreciates systems as being either closed (self-contained and absolute), or open and complex with self-organizing interconnected parts which are constantly evolving (Judge, 2011).

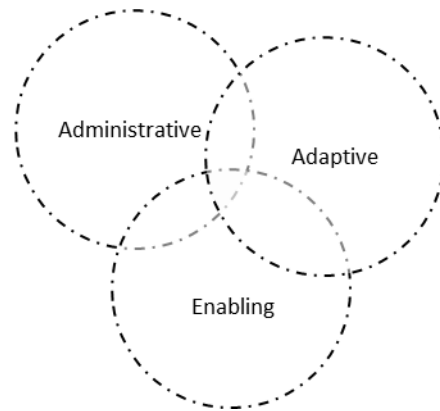
Appendix D. Adapted by the author from the eight dimensions of the OCC outlined in Judge & Douglas (2009) along with an appreciation for the reordering the dimensions in future literature by Judge (2011) without changing how each dimension is represented or functions in the OCC.

Appendix E: Interpretation of Organizational Change Capacity OCC

Section 1: Do business unit leader(s)		OCC Value	Rating by Author
1	Protect the core values while encouraging change?	0.708	Strongly agree
2	Consistently articulate an inspiring vision of the future?	0.738	Strongly agree
3	Show courage in their support of change initiatives?	0.709	Agree
4	Demonstrate humility while fiercely pursuing the vision?	0.718	Strongly agree
Section 2: Do middle managers in this organizational unit			
5	Effectively link top executives with frontline employees?	0.565	Strongly agree
6	Show commitment to the organization's well-being?	0.66	Strongly agree
7	Balance change initiatives while getting work done?	0.727	Agree
8	Voice dissent constructively?	0.676	Agree
Section 3: Do we have change champion(s) who			
9	Command the respect of the rest of the business unit?	0.776	Agree
10	Possess good interpersonal skills?	0.804	Strongly agree
11	Are willing and able to challenge the status quo?	0.797	Strongly agree
12	Have the will and creativity to bring about change?	0.667	Strongly agree
Section 4: Do we have an organizational culture that			
13	Values innovation and change?	0.509	Strongly agree
14	Attracts and retains creative people?	0.693	Agree
15	Provides resources to experiment with new ideas?	0.726	Strongly agree
16	Allows people to take risks and occasionally fail?	0.691	Agree
Section 5: Do frontline employees			
17	Open themselves to consider change proposals?	0.773	Agree
18	Have opportunities to voice their concerns about change?	0.609	Agree
19	Generally know how change will help the business unit?	0.712	Agree
20	Generally view top management as trustworthy?	0.535	Agree
Section 6: Do change champions recognize the			
21	Interdependent systems implications of change?	0.676	Strongly agree
22	Importance of institutionalizing change?	0.79	Strongly agree
23	Need to realign incentives with desired changes?	0.806	Strongly agree
24	Value of addressing causes rather than symptoms?	0.639	Strongly agree
Section 7: Do employees throughout the organizational unit			
25	Experience consequences for outcomes of their actions?	0.697	Agree
26	Meet deadlines and honor resource commitments?	0.717	Strongly agree
27	Accept responsibility for getting work done?	0.78	Strongly agree
28	Have clear roles for who has to do what?	0.668	Agree
Section 8: Does information flow effectively			
29	From executives to workers?	0.745	Strongly agree
30	In a timely fashion?	0.772	Agree
31	Across organizational units?	0.787	Agree
32	From customers to the organizational unit?	0.734	Somewhat agree

Appendix E. Adapted from the selected OCC (Judge & Douglas, 2009) and completed by the author in support of representing how change readiness can currently be interpreted at the firm as part of the OIP. In practice the latest iteration of the OCC (Judge, 2011) may be engaged as its verbiage is updated, the Dimensions, overall questions and OCC Value remain unchanged.

Appendix F: Leadership Actions within Complexity Leadership Theory



Administrative leadership actions represent the governance structure and interactions between employees within the hierarchical relationships of the organization chart along with the policies and processes of the organization's function (Watts, 2019).

Enabling leadership represents the interactions and energy that are required by the system to engage administrative and emergent-adaptive activities (Watts, 2019)

Adaptive leadership represents the collaborations, creative and new learning activities that occur through more informal connections and interactions among members all over the organization (Uhl-Bien et al., 2008; Watts, 2019).

Appendix F. Developed by the author to provide a high-level appreciation of the three leadership actions in complexity leadership theory which, when each space is functioning effectively and in collaboration with the others, the conditions for emergence are generated.

Appendix G: Comparative Overview of Organizational Change Types

Type of Change	Level of Influence and Potential impact on Organization	Example
Incremental	Micro or smaller scale modification or adjustment which will have macro level impact in the long term; gradual and adaptive shift in process or contributing to overall system health without disrupting organizational structure.	Quality improvement projects
Strategic	Macro (organizational) level, shift in philosophy which influences organizational performance through a change in behaviour.	Change in strategy or management style
Reactive	Adjusting activities or processes in response to and event such as an increase or decrease in demand for products and, or services.	Increasing budget for new technology
Anticipatory	Incremental adjustments in activities or processes in advance of a known or perceived change in the environment.	Decision to extend helpdesk call center hours during new system roll out

Appendix G. Developed by the author from Burrus (2014) and Strategic Management (2018), identifies four recognized types of organizational change.

Appendix H: Synergy in the Leadership Approaches to Change

Duck's Five Stage Change Curve	Situational and social symptoms	Change Path Model: Cawsey-Deszca-Ingols
Stagnation	oblivion, emergent awareness,	Awakening
Preparation	recognition, anxiety, planning, visioning, organizing	Awakening and Mobilization
Implementation	apprehension, anticipation, excitement, additional planning, implementation,	Mobilization
Determination	energy, enthusiasm, focus	Acceleration
Fruition	efficacy, satisfaction, repatriation, renewal, achievement	Institutionalization

Appendix H. The author lists the stages through which managers can objectively assess their environment, determine what needs to change and how they can utilize their past experience along with current resources to appropriate and sustain change are merged with the socio-emotional needs of managers as individuals undergoing change can be addressed (Cawsey et al., 2016) in the left and right-most columns. The middle column in the table represents the symbiotic situational and social symptoms that can be experienced when individuals experience change.

Appendix I: Change Implementation Plan for Prosper

Solution for Change: The Solution for Change is the development of an ‘Expanded Integrated Learning System – EILS’ for Prosper inclusive of combination of online and live learning resources which will enable Managers to: <ul style="list-style-type: none"> Engage in a series of interactive live virtual workshops developed to increase their knowledge and experience with adaptive leadership. Receive post-workshop consultations in support of developing their skills and experience with feedback. Access a customized online Resource Centre which they can utilize individually and collectively to supplement and augment their ongoing leadership development of adaptive leadership and the higher-order skills to expand their management approaches in the VUCA environment. 				
PHASE 1: Communication & Resource Development				
Goal(s)	<ul style="list-style-type: none"> Clearly communicate the need for change along with the leadership approach that will be engaged as part of implementing EILS 			
Priorities	<ul style="list-style-type: none"> Communicate the need for change and change implementation plan to the organization Ensure communication is consistent in verbiage, interpretation, and timely 			
Cost	<ul style="list-style-type: none"> \$3500 (contingency) 			
Implementation Process	Implementation Issues / Limitations	Supports / Resources	Stakeholders / Personnel - Project Team	Timeline & Milestones
<ul style="list-style-type: none"> Host pre-Implementation Project Team project Kick Off meeting Facilitate verbal message from Executive(s) to Vice Presidents (VP) and Managers about the change e.g., virtual town hall meeting. Provide email message from Executive to VP and Managers following town hall/group communication. 	<ul style="list-style-type: none"> Project Team may be departmental representatives instead of dedicated individuals as responsibilities are often shared Prosper may not want to communicate the plan from the top level. Additional dialogue may be needed to determine 	<ul style="list-style-type: none"> Training & Development Department (T&D) hosts Kick Off meeting for project orientation with Project Team members Communications & Marketing (C&M) for the consultation on wording of Executive and intranet communication, town hall coordination. T&D for the posting of intranet communication, 	C&M T&D as project manager and instructional designer Human Resources (HR) Advisors/Partners Information Technology (IT) HR Executive e.g. SVP HR VP of departments/ business units	Following Executive Approval for the Plan: 2 MONTHS PRIOR TO LAUNCH <ul style="list-style-type: none"> Initialize development of EILS online project page and topics for virtual sessions. 1 MONTH PRIOR TO LAUNCH

<ul style="list-style-type: none"> • Provide additional messages of support for the Plan from VP to their Managers, verbal, and email. • Develop corporate intranet page for the Plan and EILS; written message on company intranet including a visual illustrating the program purpose, timeline, goals and expected (desired) outcome, project contact and link for feedback and questions. 	<p>this and identify a high-value senior level or Executive sponsor to launch the Plan to the organization.</p> <ul style="list-style-type: none"> • Prosper may decide a town hall is excessive for this plan and that email and online communication will be sufficient. • Mergers and acquisitions can divide the priority / attention Managers need to put toward EILS; this can prevent them from absorbing the message and implications of the upcoming change clearly at the start of the implementation. • Managers may experience uncertainty and initial resistance if they do not perceive the value of evolving their management approaches. 	<p>emails, and invitations to Managers.</p> <ul style="list-style-type: none"> • T&D to also provide Frequently Asked Questions (FAQ) for VP and Managers about the Plan to support clear, consistent messages about the Plan to those they consult. • Human Resources Department (HR) to be available to answer any questions their client groups may have - HR has dedicated client groups and are available to Managers to consult them as needed on behalf of the organization. • Small group of HR and/or Managers to test EILS site. • Senior VP HR to liaise the Plan with the Executive and be the Executive sponsor / communicator as needed. • Senior VP HR to advise and consult T&D and HR on any external and/or internal business challenges that arise and determine more opportune 	<p>Managers</p>	<ul style="list-style-type: none"> • Finalize EILS online site; test and troubleshoot with pilot group. • Consult with Senior VP HR and Executive. to confirm timing and roles for launching the Plan. • Confirm order of topics for virtual sessions and potential dates/times. • Preparation of verbal, email, and online communications for Executive, VP and T&D. <p>MONTH 1: GO LIVE</p> <p>WEEK 1</p> <ul style="list-style-type: none"> • Executive message and intranet project page release. • T&D confirm dates/times for virtual sessions; copy to HR. • T&D to send FAQ to VPs. <p>WEEK 2</p> <ul style="list-style-type: none"> • VP message to Managers with link to corporate intranet. <p>WEEKS 3&4</p>
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	<ul style="list-style-type: none"> • Unforeseen PESTE* factors may cause temporary disruption to communication timeframe and attention /participation of Managers in the Plan. • Technological challenges can arise with SharePoint while developing the intranet page and applying updates. • Timing of communication and initiation of the Plan may need to shift to accommodate otherwise unplanned or unforeseen business needs. <p><i>*political, economic, social, technological, environmental, or political (PESTE) (Cawsey et al., 2016)</i></p>	<p>timing for communications.</p> <ul style="list-style-type: none"> • VP to cascade communication to their Managers and have detail to answer their questions and direct T&D for further discussions. • SharePoint web-based collaborative platform supporting the corporate intranet for online communication about the Plan. • Microsoft Office tools to develop emails and online communication e.g., Outlook, Word, Visio, Power Point. • IT Helpdesk team for potential troubleshooting of technology e.g., SharePoint, Outlook. 		<ul style="list-style-type: none"> • T&D invitation sent to Managers inviting them to information sessions about EILS. • T&D meeting invitations to Managers inviting them to their virtual sessions.
PHASE 2: Implementation with Initial Engagement				

Goal(s)	<ul style="list-style-type: none">• Establish continuous feedback loop with Managers about their experience• Learn and understand pain points and identify opportunities for Plan refinements			
Priorities	<ul style="list-style-type: none">• Validate the need for evolving transactional management styles to the Managers• Provide initial resources to the Managers to initialize arena for participation and feedback on the preliminary phases of their leadership development• Instill sense of familiarity among Managers with the future potential of their leadership development			
Cost	<ul style="list-style-type: none">• \$3500 (contingency carried over from previous phase)			
Implementation Process	Implementation Issues / Limitations	Supports / Resources	Stakeholders / Personnel - Project Team	Timeline & Milestones
<ul style="list-style-type: none">• Facilitate introduction and navigation of EILS online resource center for Managers• Facilitate first virtual sessions with Managers (inclusive of reiterating the announced need for change, introduce the purpose and how we will evolve traditional leadership approaches to more adaptive, relational, and engaging exchanges while developing the leadership skills we will be working to augment).• Initiate feedback with Managers to gain iterative feedback about their experience from individual and collective perspectives along with their perspective of the Plan overall.	<ul style="list-style-type: none">• Managers may feel apprehensive or uncertain of what they should experience with EILS.• Managers may not perceive the need for change being applicable to them or express doubt or concern for the organization being able to succeed because of its long-standing traditional approach and inconsistent approach to leadership development.• VP with highly transactional leadership practices may need to rely on enhanced	<ul style="list-style-type: none">• Communication to Managers; including invitation to training events e.g., Orientation of resources site, virtual workshops, and webinars.• Engagement of concepts adapted from the combination of the Change Path Model, Duck’s Five Stage Change Curve, and the Six Steps for Change (Cawsey et al., 2016)• MS Forms or SurveyMonkey online survey tool• HR availability to answer questions the Managers may have and engage T&D as needed.• VPs to provide additional verbal encouragement /emphasis/ expectation of engagement for their	T&D Managers VP HR	MONTHS 2 – 4 <ul style="list-style-type: none">• Refinement of EILS online resources and course content to align with initial feedback from Managers, VPs, Executives and HR.• Feedback would be requested following each virtual session. e.g., link to an online survey would be available on the corporate intranet for the project while a link can be sent directly to participants post-session; Managers can also use their current communication channels for contacting T&D e.g. phone, direct message, etc..

	<p>psychological engagement to influence manager development</p> <ul style="list-style-type: none"> • Individual levels of change readiness among Managers cannot be influenced however it cannot be controlled. 	<p>Managers to attend the requisite virtual sessions, gradually engage with the online resources and begin to consult T&D with their feedback.</p> <ul style="list-style-type: none"> • VP may also need to share their experience to emphasize the value of professional development and why they believe it is important for their Managers along with identifying and explaining how the Managers can integrate adaptive leadership and higher-order thinking skills and behaviours including problem solving, leadership and soft skills into their management approaches. 		
PHASE 3: Continuous Learning and Feedback				
Goal(s)	<ul style="list-style-type: none"> • Develop a shared interest in broadening the traditional, transactional Manager perspective to include more participatory engagement and VUCA ready skills development 			
Priorities	<ul style="list-style-type: none"> • Validate the need for evolving transactional management styles to the Managers • Initiate practice of participation and knowledge sharing among Managers as part of their adaptive leadership development • Engage Managers in providing and exchanging feedback with T&D as part of the change process 			
Cost	<ul style="list-style-type: none"> • \$3500 (contingency carried over from previous phase) 			
Implementation Process	Implementation Issues / Limitations	Supports / Resources	Stakeholders / Personnel - Project Team	Timeline & Milestones
<ul style="list-style-type: none"> • Utilize initial and continuous feedback to develop perspective 	<ul style="list-style-type: none"> • Feedback may not be readily available; Managers may be 	<ul style="list-style-type: none"> • T&D to facilitate virtual sessions, arrange and engage Managers in 	T&D Managers	MONTHS 3 – 6

<p>on program progress, needs and opportunities.</p> <ul style="list-style-type: none"> • Provide feedback to Managers about their progress to learn what more they need to continuously apply adaptive leadership with their teams. 	<p>hesitant to provide constructive perspectives or input.</p> <ul style="list-style-type: none"> • Managers may need more than one session or series and a coaching conversation to begin to apply adaptive leadership techniques or engage in the augmentation of their VUCA-ready leadership development skills. • Managers may not prioritize their leadership development as this may require a shift in perspective or adaption of their current workstyle or management approach. 	<p>post-session coaching conversations and collect/solicit feedback from Managers.</p> <ul style="list-style-type: none"> • T&D to also provide update of Plan with respect to participation and perceived benefits/progress toward the end of months 4 and 6 to SVP HR who can share this with the Executive team. • VP continue to support the participation and engagement of EILS resources by their Managers. • Managers continue to participate in virtual sessions, engage in coaching sessions and provide feedback. • HR ongoing availability to answer questions the Managers may have and engage T&D as needed • SurveyMonkey, or MS Forms and MS Teams online survey tools to distribute surveys and collect Manager and Employee feedback. 	<p>VP</p> <p>SVP HR</p> <p>Executive</p>	<ul style="list-style-type: none"> • Survey to employees reporting to Managers • Direct, individual solicitation of feedback if not readily available • Analysis of feedback for each session as well as collective analysis of overall participant feedback. • Prepare recommendations for Plan adaptations as established from feedback analysis. • Present recommendations and refinements SVP HR and VP then to Managers.
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		<ul style="list-style-type: none"> • EILS online resource site for Managers. • SharePoint web-based collaborative platform supporting the corporate intranet for online communication about the Plan. • Confirm continuous access to Microsoft Office which includes MS Forms for surveys, and document-oriented programs develop emails and online communication e.g., Outlook, Word, Visio, PowerPoint at \$0 additional cost • Budget \$100/year for survey tool e.g. SurveyMonkey and any incidental project tools for administration of the Plan 		
PHASE 4: Continuous Feedback and Refinement				
Goal(s)	<ul style="list-style-type: none"> • Establish the foundation for continuous leadership development for the organization 			
Priorities	<ul style="list-style-type: none"> • Establish regularity in the exchanges of feedback with Managers • Increase Manager familiarity with VUCA leadership skills and adaptive leadership 			
Cost	<ul style="list-style-type: none"> • \$3500 (contingency carried over from previous phase) 			
Implementation Process	Implementation Issues / Limitations	Supports / Resources	Stakeholders / Personnel - Project Team	Timeline & Milestones

<ul style="list-style-type: none"> • Continue to gather and apply feedback to refine the plan, sessions and EILS with Managers. • Communicate participation status and summaries of feedback, and refinements to VPs and Managers. 	<ul style="list-style-type: none"> • Managers may experience slowness or frustration in how they engage their employees in the practice of adaptive leadership as the approach is new for them and for Prosper. • Potential slowness or frustration from Managers as to how to effectively apply and engage their employees can cause negative feedback toward the plan and weaken buy-in to the plan, or project. • Managers are individuals; they have varying working and management approaches which they employ in the management of their teams. • Managers and T&D do not work on the same floor or in the same 	<ul style="list-style-type: none"> • Manager participation and feedback. • Focus groups with Managers for more exclusive feedback on their experience, applying adaptive leadership and the overall plan. • SurveyMonkey, or MS Forms and MS Teams online survey tools to distribute surveys and collect Manager and Employee feedback 	<p>T&D</p> <p>Managers</p> <p>VP</p>	<p>MONTHS 6-12</p> <ul style="list-style-type: none"> • Survey to employees reporting to Managers • Direct, individual solicitation of feedback if not readily available • Prepare and present recommendations for the upcoming 12-24 months to SVP HR and VP then to Managers
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	<p>space which removes the ability to directly observe progress.</p> <ul style="list-style-type: none">• Depth of feedback from Managers and their employees is indeterminable.			
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Appendix I. Developed by the author articulates the four phases of the Change Implementation Plan for Prosper.

Appendix J: Communications Matrix for Prosper

Communications Guide: EILS Solution Implementation			Start Date: DD MMM YYYY Target Completion Date: DD MMM YYYY		
Project Sponsor: Human Resources Executive					
Project Manager: Training & Development					
Plan Owner: Training & Development					
EILS Solution Objective (high level)					
Project Team			Stakeholders (recipients of communication)		
<ul style="list-style-type: none"> • Communications & Marketing (C&M) • Training & Development (T&D) • Human Resources (HR) • Information Technology (IT) 			<ul style="list-style-type: none"> • Executive (senior leadership) • Vice President (VP) of various departments (senior leaders with direct reports) • Managers - anyone with direct reports • Employees - independent contributors; without direct reports 		
Communication Details					
Phase 1: Communication & Resource Development					
<i>Goal: Clearly communicate the need for change along with the leadership approach that will be engaged as part of implementing the EILS solution.</i>					
ITEM	RELEASE DATE (Timeline)	TARGET RECIPIENT(S)	MEDIUM FOR MESSAGE	MESSAGE POINTS	COMMUNICATOR (responsible for sending)
Pre-Implementation Project Team project Kick Off meeting	1 month prior to EILS Change Implementation Plan	Project Team	Microsoft (MS) Teams Meeting	New project Collaborative and iterative, Vital to stay on track	T&D
Executive Message for EILS Launch	2 weeks prior to Go Live	Executive and VPs	MS Teams Meeting Email	New project; new experience, competitive advantage, growth, and strength for the firm from inside out, collaborative participation essential for managers, feedback and iteration	C&M

				will apply, transparency essential, importance of change and impact on the business if change does not occur	
EILS Launch Announcement & Online Meeting Invitations	2 weeks prior to Go Live	Managers	MS Teams Meeting	Join us online; mandatory for managers	C&M
Invitations to Town Hall	1 week prior to Go Live	All employees (transparency)	Email	(prepared)	C&M
EILS Launch Announcement	Week 1 of Go Live	VPs and Managers	MS Teams Meeting	project plan and progress	Executive C&M T&D
EILS FAQ	72 hours before Go Live to	VPs and HR	MS Word or PowerPoint Email	Top 10 anticipated questions e.g. Project purpose, timing, meetings, expectations of participation, online project page	C&M T&D
Corporate Intranet Page	24 hours before Go Live	All Employees	Corporate Intranet SharePoint	visual illustrating the program purpose, timeline, goals and expected (desired) outcome, project contact and link for feedback and questions. Note: develop and apply EILS Project banner to the page	T&D C&M T&D IT
Message of Appreciation and Encouragement to VP and Managers following town hall/group communication	Within 24 hours of Executive Announcement of EILS Project Go Live	VPs and Managers	Email	Summary of EILS Launch Announcement Include link to corporate intranet page	Executive C&M T&D
Virtual Session Dates and Invitations	1 week after Go Live	Managers	Email	Join us, no preparation, schedule of meetings, learning objectives for session	T&D
Phase 2: Implementation with Initial Engagement					
<i>Goal: Establish continuous feedback loop with Managers about their experience, while learning and understanding pain points and developing opportunities for Plan refinements.</i>					

ITEM	RELEASE DATE (Timeline)	TARGET RECIPIENT(S)	MEDIUM FOR MESSAGE	MESSAGE POINTS	COMMUNICATOR (responsible for sending)
Session Reminder	1 st week of Month 2 after Go Live	Managers	Email	Upcoming session, date, time, no pre-work, agenda, upcoming resource announcement	T&D
Announcement	2 nd week of Month 2 after Go Live	Managers	Email	Site is available, view the project plan, access recording of executive launch, value to managers, list resources and how to navigate, links, enjoy content; not mandatory, will be part of learning program, feedback welcome	T&D
Presentation	2 nd week of Month 2 after Go Live	Managers	MS Teams Meeting	First virtual sessions with Managers (inclusive of reiterating the announced need for change, introduce the purpose and how we will evolve traditional leadership approaches to more adaptive, relational, and engaging exchanges while developing the leadership skills we will be working to augment).	T&D
Survey	End of live session; provide with each live session	Managers	SurveyMonkey or MS Forms Email (if the link to the survey cannot be sent directly from the application)	Value of session, met or exceeded expectations, suggestions for improvement, general comments, thoughts on program overall	T&D
Invitation (recurring)	Last week of Month 2	Project Team	Email	Progress check in, experience-share, feedback session	T&D
Presentation	Last week of Month 2	Project Team	MS Teams Meeting	Progress check in, experience-share, feedback session	T&D
Project Update	Last week of Month 2	Executive and VPs	Email	project status, summary of completions, delays with action plan, feedback, recommended iterations, invite their comments, questions, next steps	T&D

Phase 3: Continuous Learning and Feedback					
<i>Goal: Develop a shared interest in broadening the traditional, transactional Manager perspective to include more participatory engagement and VUCA ready skills development</i>					
ITEM	RELEASE DATE (Timeline)	TARGET RECIPIENT(S)	MEDIUM FOR MESSAGE	MESSAGE POINTS	COMMUNICATOR (responsible for sending)
Session Reminder	1 st week of Month 3 after Go Live	Managers	Email	Upcoming session, date, time, no pre-work, agenda, upcoming resource announcement	T&D
Presentation	2 nd week of Month 3 after Go Live	Managers	MS Teams Meeting	Second virtual sessions with Managers (include feedback, EILS resource page, show how to interact with project page, leadership behaviour, adaptive leadership, break out groups, knowledge sharing)	T&D
Survey	End of live session; provide with each live session	Managers	SurveyMonkey or MS Forms Email (if the link to the survey cannot be sent directly from the application)	Value of session, met or exceeded expectations, suggestions for improvement, general comments, thoughts on program overall	T&D
Presentation	Last week of Month 3	Project Team	MS Teams Meeting	Progress check in, experience-share, feedback session	T&D
Project Update	Last week of Month 3	Executive and VPs	Email	project status, summary of completions, delays with action plan, feedback, recommended iterations, invite their comments, questions, next steps	T&D
Phase 4: Continuous Feedback & Refinement					
<i>Goal: Establish the foundation for continuous leadership development for the organization</i>					
ITEM	RELEASE DATE (Timeline)	TARGET RECIPIENT(S)	MEDIUM FOR MESSAGE	MESSAGE POINTS	COMMUNICATOR (responsible for sending)

Session Reminder	1 st week of Month 4 after Go Live	Managers	Email	Upcoming session, date, time, no pre-work, agenda, upcoming resource announcement	T&D
Presentation	2 nd week of Month 4 after Go Live	Managers	MS Teams Meeting	Third virtual sessions with Managers (include feedback, EILS resource page, adaptive leadership, break out groups, knowledge sharing, program experience focus groups)	T&D
Survey	End of live session; provide with each live session	Managers	SurveyMonkey or MS Forms Email (if the link to the survey cannot be sent directly from the application)	Value of session, met or exceeded expectations, suggestions for improvement, general comments, thoughts on program overall	T&D
Invitation	2 nd week of Month 4	Managers	Email	Sign up for session, group maximum, agenda	T&D
Presentation	3 rd week of Month 4	Managers	MS Teams Meeting	Exclusive feedback session, reflection on experience and project, perspective, and recommendations for improvement	T&D
Presentation	Last week of Month 4	Project Team	MS Teams Meeting	Progress check in, experience-share, feedback session	T&D
Project Update	Last week of Month 4	Executive and VPs	Email	project status, summary of completions, delays with action plan, feedback, recommended iterations, invite their comments, questions, next steps	T&D
Session Reminder	1 st week of Month 5 after Go Live	Managers	Email	Upcoming session, date, time, no pre-work, agenda, upcoming resource announcement	T&D
Presentation	2 nd week of Month 5 after Go Live	Managers	MS Teams Meeting	Fourth virtual sessions with Managers (include feedback, EILS resource page, adaptive leadership, break out groups, knowledge sharing, influence employee experience)	T&D
Survey	End of live session; provide with each live session	Managers	SurveyMonkey or MS Forms	Value of session, met or exceeded expectations, suggestions for improvement, general comments, thoughts on program overall	T&D

			Email (if the link to the survey cannot be sent directly from the application)		
Presentation	Last week of Month 5	Project Team	MS Teams Meeting	Progress check in, experience-share, feedback session	T&D
Project Update	Last week of Month 5	Executive and VPs	Email	project status, summary of completions, delays with action plan, feedback, recommended iterations, invite their comments, questions, next steps	T&D
Session Reminder	1 st week of Month 6 after Go Live	Managers	Email	Upcoming session, date, time, no pre-work, agenda, upcoming resource announcement	T&D
Presentation	2 nd week of Month 6 after Go Live	Managers	MS Teams Meeting	Fourth virtual sessions with Managers (include feedback, EILS resource page, adaptive leadership, break out groups, knowledge sharing, influence employee experience	T&D
Survey	End of live session; provide with each live session	Managers	SurveyMonkey or MS Forms Email (if the link to the survey cannot be sent directly from the application)	Value of session, met or exceeded expectations, suggestions for improvement, general comments, thoughts on program overall	T&D
Presentation	Last week of Month 6	Project Team	MS Teams Meeting	Progress check in, experience-share, feedback session, next 6 months outlook and plan	T&D
Project Update	Last week of Month 6	Executive and VPs	Email	Project status, summary of completions, delays with action plan, feedback, recommended iterations, invite their comments, questions, next steps	T&D

Appendix J. Developed by the author to describe the communication approach to implementing the EILS solution across each of the four phases of the Plan.